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ABSTRACT

The nineteen articles in this guidebook are by former consultants for vocational guidance workshops at Northern Illinois University. Articles are organized in five parts: identifying students' career guidance needs, providing students with helpful career information, assisting students pursuing career programs, preparing students for career placement, and evaluating career guidance programs. The guidebook is designed to provide career education and career guidance personnel with ideas, plans, and procedures which others in the field have found to be useful and to offer ideas for program improvement. (MS)

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A Guide to Career Guidance

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NORTHERN ILLINOIS UNIVERSITY

A GUIDE TO CAREER GUIDANCE

JUNIOR PRINTING CLASS

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I am fortunate to have a family who is understanding when working time encroaches on family time. Thank you, Caroline, Kevin and Amy Beth. The efforts of everyone who has had a part in this endeavor will take on more meaning when, with the assistance of career guidance personnel who may have benefitted from this material, individuals are helped to make satisfying educational, occupational and life choices.

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DVTE
Division of Vocational and Technical Education

Introduction

Education today is witnessing one of the significant trends in its history. Not only is there an emphasis on individualization and humanization, but there is also in progress national, state and local emphasis on career education as the basis for the school curriculum. The combination of the individual, human and career ethics seems to logically offer each student an education which can prepare him for living and working in a nuclear society.

Recent efforts spear-headed by Sydney P. Marland, the nationally prominent career education spokesman have resulted in career guidance and career education taking a major role in educational settings. Federal and state legislative and financial support have caused local school districts to revamp their curricula to meet recommendations by the federal and state educational offices. Throughout this process the State of Illinois has continued to be a leader in the nation. Illinois has followed the federal guidelines by requesting that local school districts submit one- and five-year plans for the implementation of career education. Funds have been provided to upgrade competencies of career education personnel by providing workshops throughout the state. The major purpose of the workshops have been to acquaint career education personnel with the conceptual and procedural framework for implementing a career education program. This publication is a direct outgrowth of a series of one of these workshops.

Purpose

As the project coordinator of a series of career education workshops it became obvious to me that career education personnel were translating new learnings into productive outcomes. Many of the creative ideas were transformed into exemplary projects. There was no reason why such projects could not be shared with others who could use them. Thus it was that the publication of this Guide to Career Guidance came to be. The purpose of this guidebook then is to provide career education and career guidance personnel with ideas, plans and procedures which others in the field have found to be useful. Further it is designed to offer ideas for program improvement in the preparation of the local district's one- and five-year plans for vocational and technical education. The contents are arranged in five parts to coincide with the five guidelines for providing vocational guidance activities suggested by the Division of Vocational and Technical Education.

Toward an Exemplary Program

Vocational education and career education for purposes of this publication can be thought of interchangeably. Vocational guidance and career guidance are also interchangeable. It seems that the preferred terminology today is career education and career guidance. It is this editor's opinion

that career education is a broader term than career guidance. Career education is thought to be the school's curricular offerings which are related to assisting students in the process of preparing for living and working in our society. Career guidance is conceived of as the process of assisting an individual in his educational, occupational and social decision-making processes.

Basic to the success of any quality career education program is the strong support of the school and the community. In the school, administrative support is most crucial but also important is the support of all other school personnel including students. Likewise, in a community, the support of business, industry and parents is basic to a quality career education program. In any career education program the quality of the program is in direct proportion to the degree of administrative support and staff competency.

It is strongly recommended that appropriate personnel be given responsibility for the coordination of a career education program. Dependent on the size and nature of the institution such personnel might include a director or coordinator of career education and/or a career guidance coordinator. Schools with more than 2000 students should have both positions. A career guidance coordinator should not have any counseling responsibilities in larger districts and never more than half-time counseling responsibilities in smaller districts.

It is hoped that this guidebook will find itself in the hands of career guidance personnel who will study its contents carefully. If a particular activity is appropriate for use as is, then the reader should feel free to use it as presented. The reader is encouraged to modify and redesign any of the ideas or procedures in this book. As the editor I would welcome any suggestions, modifications or new procedures in career guidance activities which the reader might submit. It is this spirit of creative thinking and open sharing that results in exemplary career guidance outcomes.

Identifying Students' Career Guidance Needs

Decision Making and Vocational Maturity

Jo Ann Harris

Career guidance has a new look. It is considerably more than Parsons 1907 revisited. The concept of work has changed from the performance of tasks for the making of a living to activity which contributes to the making of a life style. The choice of entry occupation is being seen as one step in a long developmental process from which a career pattern flows. The motivating force for the emergence of this career pattern is the implementation of self-concept (Super, 1963). The counselor is being asked to take responsibility for assisting students in the ongoing integration and understanding of self-concept and in the concomitant process of vocational development. The preferred mode may be a structured, developmental, group-oriented one rather than haphazard, interventionistic and one-to-one.

Since career development is a long developmental process, the need for being able to assess or measure an individual's progress toward maturity becomes apparent. For this reason, the construct of vocational maturity has been proposed, meticulously studied (Super, 1956, 1960) and more recently measured (Super et al., 1971; Crites, 1965; Westbrook, 1970). Vocational maturity can be simply defined as an individual's position on a continuum of vocational development related to that of others in his age group or developmental state. Super and Overstreet (1960) identified six indices of vocational maturity: acceptance of responsibility, concern with choice, specificity of information, specificity of planning, extent of planning and the use of resources. More recently, Super and his colleagues (1971) have developed an instrument to measure vocational maturity which has three scales: awareness of need to plan, knowledge and use of resources and information and decision making skills.

Examination of the literature of vocational maturity and decision making indicates that there is a high relationship between the two. The typically proposed steps of the decision making process are: (a) identify a problem clearly, (b) gather alternative solutions, (c) collect sufficient information about each alternative, (d) weight each alternative according to personal value system and probability of achieving desired outcome and (e) make a tentative choice. These are highly akin to the indices of vocational maturity. Dilley (1965) found that high scores on his Decision Making Inventory were correlated with high intelligence, high achievement and high degree of participation in extracurricular activities. Myers et al. (1971) and Harris (1972) found that high scores on the Career Development Inventory (Super et al., 1971), a measure of vocational maturity, were correlated positively with high school achievement. It therefore appears that achievement, intelligence, vocational maturity, and decision making skills are integrally interrelated and that decision making ability is a subset of vocational maturity.

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The tentative conclusions indicate that the counselor has not only a responsibility to develop programs which enhance the vocational development and maturity of students, but also to develop and implement structured programs designed to make students aware of their present decision making styles, suggest possible improvements in style, and to allow students to practice decisions in low-cost, low-risk situations. The profession is only beginning to awaken to this responsibility, and the tools and techniques available are extremely limited. There are, however, broad, general concepts which can be employed as well as a few specific techniques.

In the category of broad concepts, I include the general atmosphere of the school and of the guidance department. The school should view itself as an environment in which students can make and test decisions with minimum pain and loss. This implies that students are offered real alternatives and allowed to reach real choices on their own, aided by maximum information. The role of the counselor in this process includes assisting students: (a) to identify existing alternatives and even to find or make new, creative ones, (b) to find as much realistic information as possible about each, (c) to assess probability of reaching each of the alternate goals based on self-information, information about the environment in which the choice would be implemented and possible limiting factors from the society, (d) to identify personal value systems and to weigh alternatives in the light of fulfillment of values and (e) to evaluate choices made after consequences are known.

The quality and range of the informational services of the guidance department also have a specific bearing upon the decision making process. Clarke, Gelatt, and Levine (1965) have proposed the following paradigm:

> (a) The possession of relevant information is a necessary condition for good educational-vocational decision making. Although the use of relevant information by no means guarantees the "right" decision, good decision making cannot occur without it. (b) The greater the degree of relevant information possessed by the student, the greater will be his potential for engaging in "good" decision making (p. 41).

A key concept here is that the information provided by the guidance department must have relevance to the career choices being made by the student, that is, it must answer the "So What?" question as well as the "What" question. Self-information needs to be presented in such a way that there is a bridge between the facts and what they mean in relation to choice of occupation or education. Occupational and educational information needs to be presented within a consistent framework which relates to self-information. For example, if the Ohio Vocational Interest Survey is to be used to assess interests, then the General Aptitude Test Battery should be used to measure abilities. Further, the school's vocational resource library should be filed by the D.O.T. system, and career conferences, films, field trips, etc., should be presented within the data-people or worker trait group organizational structure.

Some specific techniques for teaching decision making skills are now being developed. The author is positively impressed with the Gelatt-Varenhorst-Carey (1972) materials called Deciding. This set of materials, containing a leader's manual and student workbooks, is designed to be used in small or classroom size groups for a minimum of 15 class periods. The games and experiences contained in the set assist students in an innovative way to define personal values, identify alternatives, make use of information, assess personal risk-taking, and become aware of a strategy for decision making.

Recently Tiedeman and Miller (1972) have proposed a cubistic model for decision making. This model suggests techniques which can be used to assist students to identify and improve personal style of decision making. The practitioner could develop content and techniques to complement this model. Games can also be used to give students low-risk, low-cost practice at decision making. Those most relevant are Boocock's (1967) Life Career Game and Varenhorst's (1970) adaptation of it.

Additional techniques for teaching decision making skills will doubtless be available soon. The school-based career education models are dealing with this new challenge area. Strong cases in point are the curricular materials being developed by the Appalachia Educational Laboratory (Winefordner, 1971) and by the State of Wisconsin. Good decision making skills will serve as a catalyst to appropriate career development and in turn to appropriate vocational maturity.

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Identifying Career Guidance Needs of Students

Russell E. Kauffman

The use of the term "Career Guidance" in our title is significant. In the minds of many students the terms "Vocational Guidance" or "Vocational Education" carry a delimiting, or even negative connotation. To many students these terms suggest programs only for the terminal student, or the menial task, or the sort of activity populated by those students who do not have the interest or the aptitude for additional education or training after high school. The term "Career Guidance", however should invite consideration of many kinds of careers, professional and white-collar, as well as entry-level careers and blue collar work. And perhaps its use can help to promote the concept that all work, performed well and with pride, is honorable.

The Niles Township Community High Schools consist of three four-year high schools serving the communities of Skokie, Morton Grove, Niles and Lincolnwood. Surveys of recent senior classes show that between 75 and 80 percent of all Niles graduates planned to attend four-year colleges or enroll in transfer programs at two-year colleges. A more extensive survey of the class of 1960 showed that about 60 percent of that class completed at least four years of college. The schools and their curricula reflect the strong emphasis on the part of the community on preparation for college. Niles North is the newest of the three schools with an enrollment of about 2600 students.

Much is happening at Niles North which can be labeled Vocational Guidance or Vocational Education. About 250 students are enrolled in some form of Cooperative Vocational Education. The business education department is most effective in preparing students as clerks, secretaries or office machine operators. In addition to offering the more typical industrial arts courses, we have special programs in this department for slow learners and for students with other kinds of special problems. Home economics conducts a fine practicum in child care, and sends high school students to work with emotionally and mentally handicapped children in the community. A liberal independent study program permits students to earn high school credit while in pursuit of individual interests or specialties.

Most high schools have programs similar to these, but, fine as they are, these programs are involving a minority of our students. The career guidance needs of the majority of our students, those in college preparatory curricula, for example, are not being met. We seem to assume that these students have no such needs as long as they are planning to go to college or know they will enter some other form of post-high school training. This is a false assumption. Effective programs in career guidance must be comprehensive enough to include every student.

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In an effective program of career guidance emphasis should be placed on career exploration and investigation, and not only on career selection. Research indicates that career interest patterns do not stabilize until a person reaches his mid-twenties. To insist or to imply that high school students should make permanent career choices before they leave us is unrealistic and can be disturbing to boys and girls who do not have the maturity or the experience to make such decisions. It is true that many students enrolled in our secretarial-clerical, Career Vocational Education, Office Occupations, Diversified Education and similar programs, will indeed select their first careers upon graduation, and most of these students will have done so after having done much investigation and much self-appraisal. But what we know of career choice instability, of rapidly changing career possibilities and of the large numbers of our students for whom career choice will be delayed for four or more years after high school, suggests that our emphasis should be on promoting a personalized, systematic exploration of kinds of careers, rather than on selection of specific careers.

Those who go to work after high school need the opportunity for self- and career appraisal. Those who plan to continue their education or training need the same kinds of appraisals for college major and eventual career selection.

Thus career exploration should be for every student. Every student should have the opportunity to, and be encouraged to explore prospective careers for himself. Such exploration should include:

1. realistic self-appraisal as regards interests, aptitudes and attitudes.

2. factual and current information about careers.

3. interaction with persons working at specific careers.

4. the opportunity to acquire the foundation for further education and/or to develop job-entry skills.

To identify career guidance needs of our students we need to know them and they need to know themselves. Good articulation programs with feeder schools can contribute much to this knowing. Particularly, they can be effective in identifying those students with a typical problem which require special approaches. In this regard, too, Special Education teachers, social workers, psychologists and counselors can help in the identification of students for whom a normal school curriculum or routine is inappropriate.

Early in his high school career each student should confer with knowledgeable and responsible staff members about career exploration. This conference has to involve more than a "What do you want to be when you grow up?" sort of query. While the career daydreams a child has may be a point of departure and are a factor to consider, we have to resist the temptation to assume they constitute his career destiny and let it go at that. The most important outcome of this conference is that the student understand that career exploration and eventual selection is a process he will undergo,

a process which will involve continuous self-appraisal, which will be influenced by a changing career market and his own maturation, and which may be replete with false starts and new beginnings. He may have to contend with the fixed aspirations his parents have for him, or maybe with the unpleasant realization that the career of his dreams is beyond his capabilities or that he has not the temperament for it.

Usable, current and correct career information is a necessity to this process. An incomplete file of outdated career briefs, written in college-level English, organized on a complicated six-digit D.O.T. system, kept in a secluded corner of the school behind a locked door, and protected from use by a system of permits or passes, is of little practical use to a high school youngster who cannot get too excited in the first place about what he may be doing for a living four to eight years hence. Materials must be kept where a student can get to them without fuss. They must be written in a language he can read and understand and they must provide accurate and up-to-date information when he does use them.

One obvious tool a student and his mentor(s) can use in the process of self and career investigation is his academic record. The degree of success he has experienced in his school subjects, if it represents an acceptable amount of effort on his part and if he is not encumbered by severe emotional problems or learning disabilities, is a good indication of what he may expect to achieve during his future formal education. Used in conjunction with information about educational requirements for different kinds of careers, a student's school record can be an excellent guide during the process.

Standardized tests have the advantages of objectivity and of large group norms. Some, like the Differential Aptitude Tests, can be administered selectively or to entire classes in the schools. The General Aptitude Test Battery (GATB) is available to students through the Illinois State Employment Service and is designed to assess aptitudes primarily in nonprofessional and blue-collar careers. The Armed Services Vocational Aptitude Battery (ASVAB) is administered to interested boys and girls without obligation on their part to the Armed Services. While its scores are interpreted in terms of aptitudes for careers in the services, it attempts to translate them into measures of aptitudes for similar or related civilian occupations. For older students, the Scholastic Aptitude Test (SAT) and the American College Test (ACT), one of which is required by most colleges, are additional measures of academic aptitude.

One additional tool should be considered. Vocational interest inventories or surveys, used with an understanding of their limitations, can help make career exploration a more personal matter for students. Inventories such as the Kuder Interest Inventory, The Strong Vocational Interest Battery, the Ohio Vocational Interest Survey or the Self-Directed-Search, used when the student indicates a readiness for the help they can provide, can be valuable. Little is to be gained, I feel, by requiring students to take an interest survey. They are easily manipulated and their worth depends so much on the amount of motivation a student feels at the time he takes such a survey. Perhaps something like the OVIS (interest patterns compared to those of peers) could be administered to high school juniors and seniors, with the understanding that the Strong (patterns compared to those of successful practitioners) is available later at employment offices and college coun-

seling offices. The Self-Directed Search is a self-administered, convenient and nonthreatening survey which might be appropriate for use by younger high school students. ACT's Career Planning Profile is a relative newcomer in the area of interest and aptitude assessment. It was designed primarily for use by students contemplating technical or vocational training after high school.

The following might serve as guidelines for implementing and for evaluating a high school career guidance program. A program is a good program if:

1. it is designed to include every student in school.

2. it helps each student learn to accept and like himself.

3. it helps each student recognize and accept his capabilities and his limitations.

4. students have easy access to and know how to use up-to-date and accurate career information.

5. students are expected to make their own decisions based on self-awareness and correct information.

6. each student is involved in an on-going process of self-discovery as regards his future role in the world of work.

The Use of an Autobiographical Essay in Defining Career Interests

Bonnie Oehlert

Considering and deciding upon future plans seems to be an incredibly strong source of frustration for many or most high school students. They seem to be uncertain of how to consider making choices, and often do not take into account the broad scope or multi-faceted reasons or motivations for choosing a certain career. One possible tool that the high school teacher could fully utilize would be to precipitate serious personal questioning of the students' aspirations through an extensive autobiographical essay.

The nature of the school can help to determine the extent or necessity and the timing of the use of the autobiographical essay. In a school where a career development curriculum begins at the ninth grade level, with a solid career development course and the administration of a vocational interest test, it may be auspicious for that ninth grade student to begin the pursuit of his own goals and needs by means of an essay.

In a school, however, where perhaps there is no career development curriculum per se, with no work/study program, and the only source of career information given is through the facilities kept in the guidance department, it may be well to postpone the use of the autobiographical essay until the sophomore or junior year, after a vocational interest test has been administered. Since the student has not had the motivating forces of an actual career development course to stimulate serious thinking about his future plans, these additional years of gradual maturation may help to insure a more carefully considered personal statement. It may also be necessary in this case to carry out this project in the English classes as an assignment. To assist the teachers, the guidance personnel will share their knowledge of a vocational test interpretation, what to emphasize as important factors in the project, and cite examples of meaningful class discussion questions to serve as motivation to enhance personal searching during the project.

The nature of the project is, as has been stated before, one of serious personal examination, during which time the student begins to relate his needs and abilities to his goals and dreams. That is to say, by confronting an assignment such as this, the student will, if he has not already done so, begin to realistically assess himself or herself concerning a career. The project should be intricate enough that the student is not easily permitted to merely assert a poorly thought out answer lacking in substantiated evidence of his own personal questioning. To prevent this, three safeguards could be used:

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(1) A vocational interest inventory (Kuder Form DD, DVIS, SDS, etc.) should be given to the students in the class and the results should be interpreted to them by their counselor.

(2) Several days of class discussion should follow the explanation of these results, in terms of general questioning about the world of work, personal anecdotes of people the students know in different areas of work, how they see themselves fitting into a particular job and what factors they see as possible reasons for the results they received on the vocational inventory. The validity of the results should also be discussed. During this time it will also be of paramount importance that the teacher stress the idea that any and all jobs are worthwhile--that no career choice a student makes is socially unacceptable.

(3) A well-planned syllabus of instruction for the students should include a myriad of questions which will allow the student to develop a thorough analysis of all the facets of his interests. See Exhibit A.

It would be advisable to allow a fair amount of time for the autobiography to be completed, perhaps two weeks. When the papers are returned to the students, it would be well to spend another class period sharing the essays in groups. The students will then have the opportunity to be the critics of their own peers in terms of depth shown on the assignment, thoroughness, and inconsistencies with the results shown on the vocational interest test

At the end of the project, an evaluation would be valuable to discern whether the students felt they had learned something or became more aware of their personal needs as they relate to future decision-making. This can also be an effective tool for further development of the project. With the student's consent, it may be of value to have the autobiography placed in his or her permanent record file for future use.

Recognizing that this project is only one limited means of expanding a student's awareness of himself and his future plans, it can be an effective catalyst in promoting further search and questioning.

Exhibit A

Outline Guide for Autobiographical Essay on Career Interests*

Now that you have taken the Kuder (or other similar interest inventory) and examined the results in terms of its validity for you, and we have discussed at length, your goals, feelings, and career choices, it may be helpful to further solidify your thoughts in writing. This essay, then, will be highly introspective and thorough. It may be well to include answers to the following questions:

(1) Have you watched or worked with anyone who is employed in your career preference? Indicate these significant adults and explain how they may have influenced your choice.

(2) Give your own impression of your occupational choice in terms of salary, working conditions, work responsibilities, training needed for a particular job, geographic preference, and types of people with whom you could be happy working.

(3) Have you had the opportunity in school to find out more about the world of work? If so, where?

(4) What do you feel you have learned about yourself and your career choice after undertaking this project?

*This is a sample outline guide for teachers who implement this project in their classroom. This outline is only useful after extensive class discussion and assumes that the student has taken a vocational interest inventory which has been interpreted to him by a counselor. Copies of the outline guide should be given to the students.

Student Career Interest Survey

Frank E. Benda

Introduction

In an effort to help young people develop an awareness of careers, the Explorer Boy Scouts of America are making a legitimate effort to involve all high school students. Their program of Exploring a Career is not intended to recruit "Scouts" but to provide opportunities to high school students who are concerned about their future. Their entire program is based upon the results of a Student Career Survey. Schools that have worked with the Boy Scout organization have been highly satisfied with the useful service which this survey provides.

Procedure

In our community this survey is a local project of the Northwest Suburban Council of Boy Scouts, Explorer Division; however, any school district could contact their local Boy Scout Chapter and inquire about their Career Education Program. The local Scout Chapter will contact a school district requesting permission to administer this survey through a home room or a study hall period. In this survey an I.B.M. card (See Exhibit A) is marked by each student indicating his top three career choices. There are three major areas: Science and Technology, Business and Industry and Health and Service, with approximately 35 specific occupations and careers in each area. The survey involves 10 minutes of the student's time. The Scout Council provides all materials, does the scoring and provides the school with the results at no cost to the school district.

The local Scout Chapter secures a "Special Interest Sponsor" in the following manner: Upon receiving the results, the Scout Chapter contacts local business and professional people to act as a sponsor for a group of students interested in his or her particular career. For example, a lawyer in the community using his own letterhead stationery may communicate with interested students. These students are then invited to meet with their sponsor and establish an Exploration Post. At this time, a Scout representative explains the purpose of the sponsor and the role of the local Scout Chapter. Both the sponsor and the Scout Chapter act as resources. The students decide whether to continue to participate. Those who desire to continue, arrange the next meeting. Officers are elected and the goals of the group are established. At the end of the school year the group is dissolved or continued.

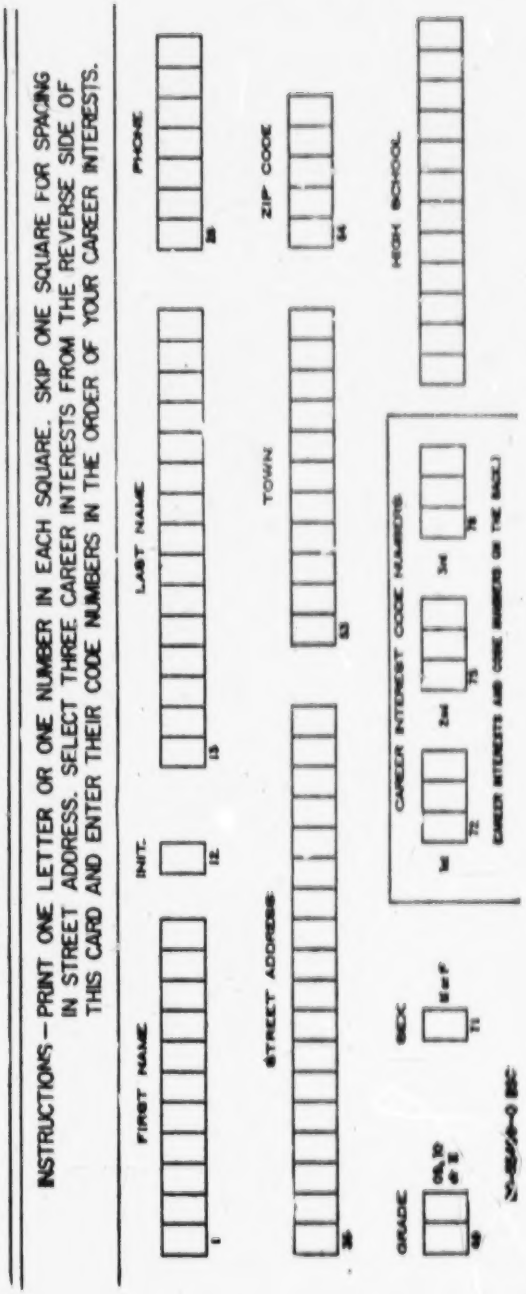
Frank E. Benda is a career counselor at Barrington High School, 616 West Main Street, Barrington, Illinois 60010, 312/381-1400.

Summary

This is a concerted effort by the Explorer Scouts to involve young people in a project that is very essential to them personally. The school need not get involved except to administer the survey to the students. This, however, would be a mistake. The Scouts are providing a genuine service to the students and the school and should be utilized as another resource of Career Education. The Scouts are willing to help each school in any way possible. The survey could develop into a very "real" experience for the students. In addition, the school would have valuable data concerning students' career choices. This data could be utilized in observing changing career choice patterns and/or providing a base for a longitudinal study of students' career choices. And finally the potential of this program could develop tremendous inter-reaction with the community, civic organizations, faculty and students.

Exhibit A

Student Interest Survey



STUDENT CAREER INTEREST SURVEY

INSTRUCTIONS – PRINT ONE LETTER OR ONE NUMBER IN EACH SQUARE. SKIP ONE SQUARE FOR SPACING IN STREET ADDRESS. SELECT THREE CAREER INTERESTS FROM THE REVERSE SIDE OF THIS CARD AND ENTER THEIR CODE NUMBERS IN THE ORDER OF YOUR CAREER INTERESTS.

FIRST NAME 1–11 | INIT. 12 | LAST NAME 13–25 | PHONE 26–35

STREET ADDRESS 36–52 | TOWN 53–63 | ZIP CODE 64–68 | HIGH SCHOOL 69–70

GRADE 09, 10, 11, 12 | SEX M or F 71 | CAREER INTEREST CODE NUMBERS 1st 72–74, 2nd 75–77, 3rd 78–80 (CAREER INTERESTS ARE CODE NUMBERS ON THE BACK)

DC-80725-0 BSC

SCIENCE AND TECHNOLOGY

BUILDING TRADES

100 BRICKLAYER
101 CARPENTER
102 ELECTRICIAN
103 HEAVY EQUIPMENT OPERATOR
104 PAINTER
105 PLUMBER
106 SHEET METAL WORKER

MECHANICAL REPAIR & SERVICE

120 AIR COND. & REFRIGERATION
121 AIRCRAFT MECHANIC
122 AUTO BODY REPAIRMAN
123 AUTO-TRUCK MECHANIC
124 BUSINESS MACHINE SERVICEMAN
125 ELECTRONIC COMPUTER SERVICEMAN
126 RADIO/TV, EL. APPL. REPAIRMAN
127 TELEPHONE CRAFTSMAN
128 TELEPHONE INSTALLER/SERVICEMAN

ENGINEERING, MATH AND SCIENCE

200 ARCHITECT
201 ASTRONOMER
202 BIOLOGICAL SCIENTIST
203 CHEMICAL ENGINEER/CHEMIST
204 CIVIL ENGINEER
205 DRAFTSMAN
206 ECOLOGIST
207 ELECTRICAL ENGINEER
208 GEOLOGIST
209 INDUSTRIAL ENGINEER
210 MATHEMATICIAN/STATISTICIAN
211 MECHANICAL ENGINEER
212 METALLURGICAL ENGINEER
213 METEOROLOGIST
214 PHYSICIST
215 ZOOLOGIST

BUSINESS AND INDUSTRY

CLERICAL-SECRETARIAL

300 BANK TELLER
301 BOOKKEEPER
302 ELECTRONIC COMPUTER OPERATOR
303 OFFICE MACHINE OPERATOR
304 POSTAL CLERK/POSTMAN
305 SECRETARY

BUSINESS ADMINISTRATION

320 ACCOUNTANT/CPA
321 BANK OFFICER
322 ECONOMIST
323 COMPUTER PROGRAMMER/SYSTEMS ANALYST
324 HOTEL MANAGER
325 PERSONNEL MANAGER
326 PURCHASING AGENT

SALES AND MARKETING

340 ADVERTISING
341 INSURANCE/REAL ESTATE SALESMAN
342 MANUFACTURERS REPRESENTATIVE
343 RETAIL STORE MANAGER
344 SALES CLERK
345 SECURITIES SALESMAN

FOOD SERVICES

360 BAKER/CHEF/COOK
361 HOME ECONOMIST
362 RESTAURANT MANAGER
363 WAITER/WAITRESS

MANUFACTURING

400 FOREMAN
401 INDUSTRIAL RELATIONS MANAGER
402 MACHINIST
403 MACHINE REPAIRMAN
404 MAINTENANCE ELECTRICIAN
405 PLANT SUPERINTENDENT
406 TOOL AND DIE MAKER
407 WELDER

HORTICULTURE

420 CONSERVATIONIST
421 FLORIST
422 FORESTER
423 LANDSCAPER

GRAPHIC ARTS

430 COMMERCIAL ARTIST
431 LITHOGRAPHER
432 PHOTOGRAPHER
433 PRINTER

MISCELLANEOUS

450 COMMERCIAL AVIATION
451 INTERIOR DECORATOR
452 JOURNALIST
453 LIBRARIAN
454 PILOT/STEWARDESS
455 RADIO/TV BROADCASTER
456 SEAMSTRESS/TAILOR
457 TRUCK DRIVER

HEALTH, SOCIAL SERVICE, ART AND RECREATION

HEALTH SERVICE & RELATED

600 DENTIST/DENTAL TECHNICIAN
601 DIETITIAN
602 HOSPITAL ADMINISTRATOR
603 MEDICAL-LAB WORKER
604 PHARMACIST
605 PHYSICIAN
606 PHYSICAL THERAPIST
607 PSYCHOLOGIST
608 OPTOMETRIST
609 REGISTERED NURSE
610 VETERINARIAN
611 X-RAY TECHNOLOGIST

SOCIAL SERVICE

630 MORTICIAN
631 PRIEST
632 PROTESTANT CLERGYMAN
633 RABBI
634 SCHOOL COUNSELOR
635 SOCIAL WORKER/YOUTH WORKER

MISCELLANEOUS

650 ACTOR/ACTRESS
651 MUSICIAN
652 ARTIST

PUBLIC SERVICE

800 BARBER/COSMETOLOGIST
801 COACH
802 COLLEGE TEACHER
803 ELEMENTARY/SECONDARY TEACHER
804 FIRE SERVICE/RESCUE
805 LAW-ATTORNEY
806 LAW ENFORCEMENT
807 MILITARY

RECREATIONAL INTERESTS

(INDICATE USING 3RD CHOICE CODE # SPACE)

700 AUTO SPORTS/ROAD RALLY
701 BASEBALL/BASKETBALL/FOOTBALL
702 BOWLING
703 CAMPING/HIKING/CANOEING
704 GUNS/MARKSMANSHIP
705 HUNTING/FISHING
706 MOTORCYCLING
707 RADIO/HAM
708 SAILING/BOATING
709 SWIMMING/DIVING
710 SKIING
711 TRACK AND FIELD

(ENTER CAREER INTEREST CODE NUMBERS ON THE OTHER SIDE OF THIS CARD)

The Self Directed Search:

A Guide to Educational and Vocational Planning

Robert E. Carlson

There has always been a need for practical approaches to vocational guidance. Traditionally, effective vocational guidance has not been adequate for all. There are not enough counselors, many are not trained well enough in this area, and vocational exploration on a one-to-one relationship is expensive and frequently wasteful of the counselor's time and abilities.

As an answer to these problems John L. Holland of The Johns Hopkins University has developed a vocational counseling tool that is self-administered, self-scored, and self-interpreted. The Self Directed Search (SDS) is inexpensive and practical. The SDS includes two booklets. A person simply fills out the assessment booklet and obtains a three-letter occupational code. Then he uses has code to locate suitable occupations in the occupational classification booklet, The Occupations Finder. It takes most people between 30 and 50 minutes to complete the SDS. The instrument can be ordered for approximately $1.00 per set from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

According to Holland, the SDS has two main purposes: to provide a vocational counseling experience for people who do not have access to professional counselors, or who cannot afford their services, and to multiply the number of people a counselor can serve.

The typical person's experience in taking a psychological test can be characterized by ambiguity (the person does not know clearly what is going on), dependency (the person is a passive participant), and delay (he must wait for results). Taking the SDS is a different experience. The person taking the SDS knows what is being assessed, he participates in his own scoring, profiling, and interpretation, and he gets the results of his self-assessment immediately (Holland, 1971).

The assessment booklet contains separate sections on Occupational Daydreams, Activities, Competencies, Occupations, and Self-Estimates. Since the SDS follows Holland's theory of vocational choice, it is organized to assess a person's resemblances to each of his six personality types: Realistic, Investigative, Artistic, Social, Enterprizing and Conventional.

Robert E. Carlson is a graduate student in Counselor Education at Northern Illinois University and an English Teacher at Willowbrook High School 1250 S. Ardmore, Villa Park, Illinois 60181, 312/834-9400.

The scales and ratings in the assessment booklet include:

1. Activities - six scales of eleven items each,
2. Competencies - six scales of eleven items each,
3. Occupations - six scales of fourteen items each, and
4. Self Estimates - two sets of six ratings, each rating corresponding to a personality type. There are a total of 228 items.

Another section shows a person how to score, graph, and interpret his responses. The person uses his "summary code" a three-letter code obtained from his own assessment, to search the occupational classification booklet which is also organized according to Holland's theory. The "Occupation Finder" booklet contains 414 occupational titles, which make up 95% of the labor force in the United States. They are arranged in a system that uses the code letters R, I, A, S, E, C. An examination of Table 1 will indicate which occupations comprise each of the personality types. Each occupational subclass is also arranged according to the level of general educational development which an occupation requires. Each occupation is also designated by its six-digit D.O.T. number (Dictionary of Occupational Titles).

Table 1

Occupations Included in Holland's Personality Types

Personality Types	Occupations
Realistic (R)	Skilled Trades, Technical, Laboring
Investigative (I)	Scientific
Artistic (A)	Artistic, Literary, Musical
Social (S)	Educational, Social Welfare
Enterprising (E)	Sales, Managerial
Conventional (C)	Office, Clerical

The last section of the assessment booklet entitled "Some Next Steps", suggests how a person can get more information for resolving his vocational decision such as counseling, interviews and people employed in the occupations, reading and work experience.

Holland's own evaluation of his instrument provides valuable insight into its use.

1. About 50 percent of the people who take the SDS like it and are often enthused. The other 50 percent appear troubled when they don't receive what they would perceive to be the right answers. Holland believes the counselor should work with this "dissatisfied" group.

2. The SDS appears applicable to a wide age range. Children do not find it too difficult and adults do not find it childish.

3. The SDS has by its design several other desirable characteristics:

   a. Immediacy - The SDS can be used by anyone anytime, with privacy,

   b. Self-Direction - Since the SDS is always controlled by the user, people enjoy the experience. They may work at their own pace and realize that no one is testing them thus eliminating pressures and conflicts sometimes provoked by test administrators.

   c. Completeness - The SDS personal assessment, occupational search and translation of assessment into occupational terms provide a relatively complete vocational counseling experience.

The SDS can be used in many ways because it is self-administered and self-contained. It can be given to people who ask for an interest inventory or given as a part of a student registration or orientation program. It can be administered to students seeking vocational counseling, given to students in group guidance settings or used as an instructional device in group counseling work. Holland's SDS can provide helpful vocational counseling service at low cost and merits the counselor's examination as a worthwhile career interest inventory.

REFERENCE

Holland, John L. A Counselor's Guide for the Self Directed Search. Palo Alto, California: Consulting Psychologists Press, 1971.

Providing Students With Helpful Career Information

EDUCATION FOR EARNING A LIVING

A Career Exploration Project for Seventh and Eighth Graders

Mary Kathryn Jones

Description of the Project

Project EEL evolved from a series of classroom guidance courses conducted at Robert Frost Junior High School, Schaumburg Township Community Consolidated Elementary District 54. Many of the adaptions are due to the fact that District 54, the largest elementary district in Illinois, is separate from the high school district and no industrial arts or training programs are offered to District 54 students at this time. In addition, the counselor-pupil ratio at the junior high level is 1 to 850 and up. Special services and consultive personnel are far above average but the counselor must observe priorities and budget his time among many guidance functions.

Occupational information and activities related to career exploration have been incorporated into all curriculum areas. The student has an opportunity to relate his interests and aptitudes to future choices and to learn about a wide variety of occupations. He should realize that all jobs are important and everyone has to be able to earn a living. His awareness and preparation will determine his success as a worker and as a person.

The academic program is supplemented by on-site experiences which allow the student to have personal contact with people engaged in various occupations and, whenever possible, "hands-on" experience with tools and materials used by the worker.

This is Project EEL (Education for Earning a Living) and it is a part of the guidance program. It's specific purpose is to motivate and supplement the information program, but community involvement and more participation by the counselors in curriculum planning increase it's value as a guidance function.

Objectives for the Project

1. To integrate career information in all areas of the curriculum for the purpose of educating students to earn a living.

2. To motivate each student to explore an occupation in which he is interested by giving him the opportunity to talk with a person in that occupation at their place of work.

Mrs. Mary Kathryn Jones, before her untimely death in October 1972, was a counselor at Robert Frost Junior High School, Schaumburg Township Consolidated District 54, 320 West Bode Road, Schaumburg, Illinois.

3. To develop awareness of the relationship between present attitudes, work habits, and academic performance and future career choices and requirements.

4. To provide motivation for self-evaluation by the student concerning his needs, interests, and abilities and their effect on his future planning.

5. To unite the community, parents, and school in preparing students to make better choices and to develop the qualities and skills needed for their future careers.

Implementation of the Project

The first step in the project is the coordination with administrators and departments. If there is a department head, he should be consulted and arrange for the project to be presented to his teachers. A list of available career materials, copies of the surveys of occupational interests, and written suggestions for integrating career information in that subject area should be given to the teachers when the project and its objectives are explained. "Selling" the project and assurance of continuous communication and support are very important at this point.

The second step consists of the counselor's visits to homerooms or classrooms to present the project and survey to the students. (See the forms at the end of this article.) In addition to describing the project and having the surveys filled out, the counselor should have as many as possible of the resource materials from the Learning Center on a cart and demonstrate the use of kits, filmstrips, etc. This should be done for eighth grade as well as seventh because there are many new students and not all returning students used the career exploration materials the previous year. Be prepared at this time for a flurry of requests for individual and small group occupational counseling. This, incidentally, can have some very helpful side-benefits relative to other counseling.

The third step involves setting up the trips or experiences. In the case of EEL, this was done by the counselor using letters, phone calls, and personal contacts. A student, faculty, or career committee could assume part or all of this task. The results of the survey of interest indicated the business or industry to be contacted. When possible, students were scheduled in groups of six to ten to assure personal contact. In some cases, larger groups were more practical. The number of students involved and the number of groups acceptable will determine scheduling. Released time from school was arranged through the principal. In the case of EEL all trips involved approximately one hour or four modules of released time. Parental permission slips were also used. Teachers, parents, and students received notice of the trip two weeks before it was to take place. Transportation, which naturally depends on the number of groups or the size of groups, was probably the biggest problem. The owner of the company which does the regular busing for the schools provided free transportation for EEL groups because the destinations were local and the trips were at a time when he had buses in the area. A thank you letter was always sent after the trip. Both a selected student and the counselor wrote these after the EEL visits. According to the type of occupation visited, teachers gave students an opportunity to tell their classmates about their experiences.

Newspaper coverage was another important phase of the EEL Project. The school news reporter of all local papers was contacted either by phone or in person by the counselor and the entire project described and a written resume sent. Two weeks before a trip, a write-up was sent to each reporter with a request for photographic coverage. In actuality, cooperation varied greatly from one time to another and also according to the paper. It might have been better to have worked with only one paper at a time, alternating the coverage and making it exclusive without having one of the many schools featured too often. Some companies have public relations departments who write about such visits, but EEL did not receive any copies of such printings if there were any.

Discussion of the Project

Unfortunately, the guidance Project EEL was not as extensive as originally planned because the spring trips were not scheduled or taken. This probably involved about half of the contacts originally planned.

All persons contacted for visits were cooperative and even enthusiastic about the goals of the Project. The people visited seemed happy to talk about their work and pleased that students were interested in it. Community response was very favorable according to calls and letters received. Administrative and faculty cooperation and support were good and improved steadily as some developments were noticeable.

Probably the most overt expression of the impact of the project was the increase in use of career information materials by the students. As their awareness and understanding of the world of work increased, many students were interested in self-evaluation studies and/or doing independent study on specific occupations. Many appeared to have gained a more realistic attitude toward the importance of career planning and it's relevance to school planning. More emphasis on high school work-study programs and industrial training programs caused some students to re-evaluate their future prospects and plans. This was especially noticeable among the students who participated in the learning disability program at Robert Frost which is the only Special Service class based there. It seems reasonable to assume that this type of program would be particularly helpful to all Special Service students, including the gifted.

Much can be done to improve the quality, scope, and effectiveness of Project EEL and some of those improvements have been incorporated in this year's pre-planning. The most difficult part of a project is getting it started and building support for it. Project EEL proved its value last year and should continue to be an important part of the curriculum as it is expanded and improved this year.

ROBERT FROST JUNIOR HIGH SCHOOL

Occupational Interest Survey

Seventh Grade - 1972

Dear Student,

In order to provide guidelines for your teachers who will be using career information materials and for setting up opportunities for you to talk with a person who does some kind of work which interests you, please select a first and second choice of the occupations listed here. If the occupation which interests you most is not listed here, write it in as your first choice and use a listed occupation as your second choice. You may want to learn more about these occupations by using the materials in the Learning Center while waiting for the interviews to be arranged.

Accountant
Architect
Auto Body Builder
Auto Mechanic
Auto Salesman
Baker
Banker
Barber
Beautician
Bookkeeper
Bus Driver
Carpenter
Caterer
Concrete Contractor
Dancer
Dentist
Department Store Clerk
Die Maker
Electrician
Elementary Teacher*
Exterminator
Fireman
Florist
Gardener
Golf Pro
Grocer
Insurance Agent
Janitor
Jeweler
Landscape Contractor
Lawyer
Livestock Breeder
Lumber Retailer
Minister
Mortician
Mover (Trucker)
Music Instructor
Musician (Professional)
Newspaper Reporter
Nurseryman
Oceanographer
Optometrist
Pharmacist
Photographer
Physician
Plumber
Policeman
Priest
Printer
Psychologist
Rabbi
Realtor
Restaurateur
Service Station Attendant
Surveyor
Taxidermist
Telephone Lineman
Telephone Operator
Television Repairman
Travel Agent
Veterinarian
Waitress
Welder

1st Choice _____ Your name_____

2nd Choice _____ Your homeroom_____

*Your Neighborhood Elementary School _____ _____

ROBERT FROST JUNIOR HIGH SCHOOL

Occupational Interest Survey

Eighth Grade - 1972

Dear Student,

Trips to talk with people in these occupations may be arranged, depending upon interest shown. If you are interested in such an experience, please indicate a first and second choice of occupations. If the occupation which interests you most is not listed here, write it in as your first choice and use a listed occupation as your second choice. If you visited an occupation last year, select different ones for this year to avoid repetition. You will be contacted again when your trip has been arranged. In the meantime you may want to prepare yourself by using the materials in the Learning Center to learn more about the occupations you chose.

Accountant
Architect
Auto Body Builder
Auto Mechanic
Auto Salesman
Baker
Banker
Barber
Beautician
Bookkeeper
Bus Driver
Carpenter
Caterer
Concrete Contractor
Dancer
Dentist
Department Store Clerk
Die Maker
Electrician
Elementary Teacher*
Exterminator
Fireman
Florist
Gardener
Golf Pro
Grocer
Insurance Agent
Janitor
Jeweler
Landscape Contractor
Lawyer
Livestock Breeder
Lumber Retailer
Minister
Mortician
Mover (Trucker)
Music Instructor
Musician (Professional)
Newspaper Reporter
Nurseryman
Oceonographer
Optometrist
Pharmacist
Photographer
Physician
Plumber
Policeman
Priest
Printer
Psychologist
Rabbi
Realtor
Restaurateur
Service Station Attendant
Surveyor
Taxidermist
Telephone Lineman
Telephone Operator
Television Repairman
Travel Agent
Veterinarian
Waitress
Welder

1st Choice _____ Your name_____

2nd Choice _____ Your homeroom_____

*Your Neighborhood Elementary School_____

TO: All Teachers

FROM: Guidance

RE: Project EEL - (Education for Earning a Living)

We hope to expand and improve the career exploration project this year and again we will need your help. Our main goal is to help students relate the work they do in school to the work they will do to earn a living in the future. We feel that integrating occupational information with the regular curriculum in the classroom is the most effective method of achieving this goal. Probably you have been doing more of this than you realized, but we think you will find that a conscious emphasis on education to earning a living will motivate many students, among those whom we have labeled "not academically oriented" and "under-achievers".

You have received a list of the career exploration materials available in the Learning Center. We hope you will use these materials and encourage your students to do the same. There are many pamphlets and brochures in the vertical files that are not listed. If you need help in planning, getting materials to use, or any other way, please let us know. Many times resources are available from another school or the district.

You also received a list of suggestions for integrating career information in your subject curriculum. These should not be considered as directives, but rather as inspiration for your own ideas and inclinations. However, whenever possible, we'd like you to keep us informed concerning anything your classes do which is related to careers and/or occupations. If possible, let us know in advance so we can take pictures.

The on-site contacts with people at their work and teacher-aide program were very successful last year and we hope to expand that part of the project to include many more occupations. By keeping the groups small, five to ten students, each could have personal contact with the person visited as well as the tools he used. This, we feel, makes an occupation in which he has shown interest much more realistic to the student. We welcome your opinions and suggestions on this part of the project, also any help you can give concerning places or people to visit.

ROBERT FROST JUNIOR HIGH SCHOOL

CAREER EXPLORATION PERMISSION SLIP

_____ has my permission to leave school for an hour on _____ as part of the occupational exploration program.

_____
Parent Signature

Vocational Workbook Project for Freshman English Class

DuWayne Sheldon

"We should all be interested in the future, for that is where we are going to spend the rest of our lives!" To help prepare young people for this, at least from the vocational viewpoint, a Vocational Notebook Project as part of English I coverage, has been in effect at Cary-Grove High School, Cary, Illinois, since it opened in 1961. The project was originated earlier at Crystal Lake High School. Naturally, the materials, filmstrips, illustrations used, etc., are up-dated regularly.

Description of Setting

"Choosing your life's work and choosing your life's partner are probably the two most important decisions most of you will have to make. While some of you may prefer to discuss the second topic, it so happens that our purpose in getting together today is to discuss the first one!" This then, is the oft-times used opening by the guidance department in introducing the "Vocational Notebook" project in freshmen English classes.

Nature of the Program

The unit is team-taught by the following: Guidance personnel to introduce the topic for two days, followed by a visit in groups of eight to ten to the guidance suite on a third day; one or two days with the librarian to learn location and use of vocational materials there are and by the English teacher who provides information on the mechanics of the term paper, such as note cards, footnoting, bibliography, etc.

The freshmen English teachers develop a master plan which indicates which week an English section will begin its Vocational Notebook. It is usually planned so a maximum of two sections or 50 students will be working on it at the same time. This aids in the use of library and guidance department materials as well as spreading out the work load of the guidance and English Department personnel. Approximately two weeks is allotted per class and the project usually begins after the first quarter in the fall.

Operation of the Program

During the initial two days with the counselor, an outline is presented wherein the students participate in the details or illustrations. Therefore, it is similar but not identical in the various English sections. The four basic parts and <u>some</u> suggested items are:

DuWayne Sheldon is Director of Guidance, Cary-Grove Community High School, Cary, Illinois 60013, 312/639-3825.

I. Why Study Vocations?

A. Plan wisely for the future. (In choosing next year's courses, some knowledge about vocations may provide a better schedule, etc.)

B. "Uncle Sam" is very much interested in people -- classifies nearly 40,000 jobs, provides information on job trends, provides vocational testing, etc.

C. Some points from Hoppock's Occupational Information such as:

1. Our job choice affects almost every aspect of life -- economic, social, educational, personal, etc.

2. Job information assists one in predicting if he will be happy in his job or despise it; if he will probably be employed or unemployed; if he will be motivated to do well, which is oftentimes the basis for advancement, etc.

3. Occupational information will assist in wise use of manpower -- thereby making a nation strong.

D. Optional Items

1. Discuss length of time worked in life -- possible 90,000 hours based on 40 hours per week, 50 weeks per year (allow two for vacation) for 45 years. (This is based on starting "permanent" job at 20, which suggests high school graduation plus two years of specialized training and retirement at 65.) Indicate that while women probably would not work this much, the trend is to work more years in life than formerly,

2. Use appropriate examples of jobs, depending on academic calibre of class. Avoid discussing law or medical careers with basic English students, etc.

II. Know Yourself -- stressed heavily

A. Strengths (physical, mental, emotional)

B. Weaknesses

C. Interests

D. Goals in Life

1. Pay (business executive)

2. Power (political office)

3. Prestige (own a business)

4. Professional success (entertainer)

5. Service to others (education or religion)

E. Self-image or self-concept. (If using a dishwasher job in a restaurant -- varying the wage will influence some but nearly always there are one, two or three in a class that cannot "see" themselves in this job category.)

III. Know the Job -- can usually be covered quickly by class participation based on own or parent's experience. An alternate way is to suggest they read a "Help Wanted" ad in the paper. If they never heard of the job title, ask them what things they would want to know before applying. (For teen-agers, the first is "What does it pay?", but some stress is made about beginning with "duties of the job" because when this information is determined, it may terminate need for further information.)

Common factors would be: duties, type of education or training, advantages, disadvantages, working conditions, rate of pay and fringe benefits, outlook, chance for advancement, union membership, etc.

IV. Sources of Information -- A mimeographed sheet is distributed showing major items, whether located in library or guidance department. See Exhibit A attached. Shortly after this, visits are made to the library and guidance departments to see location and actual use of materials indicated. Interviews are also encouraged with those in a similar career. This gives experience in letter writing, telephoning and conducting an interview.

To whatever degree time permits in the initial two days, a portion or all of a filmstrip is shown. An excellent one is "Preparing for the Jobs of the 70's" from Guidance Associates, Pleasantville, New York. Older but adequate ones might be "How to Choose a Career" and "Choosing a Career".

The final project is contained in a simple or creatively-designed covered portfolio and is graded on specific items previously indicated by the English department.

Through the years, any outside assignment has become more optional, but the following have been used:

A. Look in the "Help Wanted" section of a large newspaper.

1. List as many job openings as you can determine in six or eight most frequently listed jobs, OR

2. List the many different types of jobs you found. (One may quickly take time to determine what level of education is needed. Usually few can be entered with less than high school, etc.)

B. Compose a list of as many jobs as you can by thinking about jobs held by family, friends or neighbors, OR list those found in your own community.

C. Use a "Self-Inventory" form to find out more about oneself. See Exhibit B.

D. Unscramble vocations on a dittoed sheet. Advise them not to spend more than 30-40 minutes on it. Good for below-average English classes. May instruct them to write out definitions for any eight and then encircle any which they consider appropriate for themselves. See Exhibit C.

Discussion

Through this unit, all freshmen are introduced to the importance of vocational planning and career development. Stress is made at this point on vocational "fields or families" rather than specific jobs -- giving the idea that vocational development is a PROCESS and that one needs to continue to evaluate himself, his interests and strengths, his goals in life, his knowledge of vocational trends, etc., in order to choose wisely for himself so he may become a happy and worthwhile person to his family, his community and his nation.

When conditions permit, this unit could well be used for sophomores, especially Semester 1, since later that year when they plan their junior year schedule, they must make a tentative decision for their educational/vocational planning, such as college-bound program, vocational program in high school, cooperative education in the community, or a general education program.

Wherever it may be taught, if the message is clear that as United States citizens individuals have the FREEDOM (within a reasonable degree) to choose their life's work like many other freedoms, but that the better they know themselves and the better they know the career field, the happier they will be in their chosen field. Simply stated: "We all have personal needs. To whatever degree these may be satisfied through our vocational choice, the happier one will be."

Exhibit A Name_____

Freshmen Vocational Notebook

Some Sources of Information

	Item	Guidance Dept	Library
1.	Occupational Outlook Handbook By U. S. Dept. of Labor	X	X
2.	Careers Kit (metal box), very current, to be used only in Guidance Dept. Filed by number BEHIND yellow index card.	X	
3.	Encyclopedia of Careers and Vocation Guidance Vol. I "Planning your Career" Vol. II "Careers and Occupations"		X
4.	Dictionary of Occupational Titles, Vol. II		X
5.	Some pamphlets in top 3 racks--good introductory material, should use additional sources.	X	X(some)
6.	Large Brown Pamphlets, in top filing cabinet (approx. 300, may be checked out--note date of material)		X
7.	Miscellaneous Pamphlets of Assorted Sizes (Below pamphlets in Item 5 and also in 3rd file drawer marked Vocation Information.)	X	X(some)
8.	Military Materials--most recent in Guidance Dept. Especially note Handbook for each service and the section "Related Civilian Jobs".	X	X(some)
9.	Business School and Nursing School materials (on top of filing cabinets)	X	
10.	Newspapers, especially area ones, to note job opportunities in the general area. See "Careers Corner" or "Help Wanted" sections. Note training needed. Three Chicago papers available.		X
11.	Books on Vocational Topics: a. Discovering Myself, especially Chaps. 27-38 b. Planning My Future, especially Sections I-V Many others in Library -- see Card Catalog or Librarian.	X X	X
12.	Magazines--see Reader's Guide under such headings as careers, vocations, or a specific occupation.		X
13.	Interviews with parents, neighbors, or people currently in the occupation.		

NOTE: SEVERAL SOURCES SHOULD BE USED, BUT ESPECIALLY GET ACQUAINTED WITH ITEMS 1, 2, 3 and 4. FEEL FREE TO CONTACT THE COUNSELORS OR SUBJECT AREA TEACHERS.

GOOD LUCK!

Exhibit B

My Personal Inventory

Horizons

1. Three persons in history or in the news whom I admire:

   a. _____

   b. _____

   c. _____

2. Briefly, what in their characters and/or occupations I admire:

   a. _____

   b. _____

   c. _____

3. My three favorite TV or radio programs.

   a. _____

   b. _____

   c. _____

4. The three magazines I read most often:

   a. _____

   b. _____

   c. _____

5. Three books (aside from school books) that I've especially enjoyed reading:

   a. _____

   b. _____

   c. _____

Name _____

Birth Date _____
Day Month Year

After Hours

1. In order of preference, what I like to do in my spare time:

   a. _____

   b. _____

   c. _____

2. My hobbies: _____

   _____

3. My three favorite activities at school:

   a. _____

   b. _____

   c. _____

4. Offices I've held and/or awards I've won"

   _____

   _____

5. Qualities or talents for which people have praised me.

   _____

6. Why I do or do not want to go to college:

   _____

   _____

Experience

1. Summer jobs I've held:

   a. _____

   b. _____

2. The one I like the most and why:

   _____

3. Ways in which I've earned money during the school year:

   a. _____

   b. _____

4. Suggestions from my family, teachers or friends concerning my career, and what I think about these suggestions:

   _____

   _____

5. Fields of work I'd like to know more about:

   1. _____ 2. _____ 3. _____

Temperament (Checklist)

1. ___ I prefer to work alone
   ___ to work with people
2. ___ I prefer working indoors
   ___ to work outdoors
3. ___ I prefer working on my own
   ___ to take orders
4. ___ I prefer to work in one place
   ___ to move around
5. ___ I prefer low pay with chance for promotion
   ___ fair pay with no chance of promotion
6. ___ I prefer to work with my hands
   ___ to work with my head
   ___ to work with both
7. ___ I prefer to work unhurried
   ___ to work under pressure
8. ___ I prefer routine work
   ___ a variety of duties
9. ___ I prefer working with ideas
   ___ working with details
   ___ with physical objects
10. ___ I prefer to make something
    ___ to repair something
    ___ to design something
    ___ to sell something
    ___ to write about something
    ___ write ads for something
    ___ do research on something
    ___ to teach others about something
    ___ to make something more beautiful

Exhibit C

English Vocational Notebooks

Directions:

1. Unscramble as many of the vocations listed below as you can.
2. Write our definitions beside the name of ANY 8 of them.
3. Encircle ANY which you feel you might consider for yourself. (You may decide to write your vocational notebook on one of these.)

_____ 1. O O T C R D

_____ 2. E R L W A Y

_____ 3. G R E E N N I E

_____ 4. C H E A T E R

_____ 5. C H A T T E R I C

_____ 6. M A S S E L A N

_____ 7. R U S E N

_____ 8. K R A B E N

_____ 9. N A I L B R I A R

_____ 10. G H O S T C L O E N I T

_____ 11. C R A T Y E E R S

_____ 12. G R E L C Y

_____ 13. S T O R F R E E

_____ 14. S T O O L I B I G

_____ 15. S T A M N D A R F

_____ 16. C E R T K U R

_____ 17. B E L M P U R

_____ 18. T R A C E R P E N

_____ 19. H E N M A C C I

_____ 20. T R A I N E E R V I A N

_____ 21. T R E A T R I N N E E

_____ 22. L O P I T

_____ 23. T R E A N I P

_____ 24. C H U B E R T

On-Site Vocational Carpentry

Helen C. Roberts

"You have to have people who are willing to look forward a little bit and to help some kids...on the board and administration...and that's what we've got here!" So speaks a man with vision. Valley View Community Unit School District 365 is one of the newest unit school districts in the state, but two men with vision and a dream they would not forget, stuck it out in the area for 10 years before their idea of an on-site vocational carpentry program was heard, accepted and responded to in a forward-looking fashion.

Vocational carpentry is more than just a class in the Valley View Schools. It is a practical, meaningful life experience for all those involved. Further, it is a program where money is not a problem. For in less than a two-year period it will return all the initial outlay and more.

This year a very special home is being built in the community of Romeoville. It is a three-bedroom, two bath, tri-level house with approximately 1800 square feet of living space and a price tag of around $38,000. The 27 juniors and seniors in the vocational carpentry classes at Romeoville High School are the builders. Art Lindsay is their instructor and Russell Kramer is the department chairman at Romeoville High. These are the two men who held fast to their dream and would not compromise on its implementation.

These men and this district which operates all their schools year-round (45-15 plan) are willing and anxious to share their experiences in order to facilitate the efforts of others. It is felt that the following steps can be taken in any school district to get a program like this going:

1. Get someone, in advance, to teach it.
2. Select and appoint an advisory committee with representatives from the building trades unions, the community and the administration.
3. Set up the program in detail. Establish objectives and a plan.
4. Present your program to the board of education (hopefully, resulting in board approval and a budget).
5. Purchase necessary tools and equipment (suggested list at end of article).
6. Enroll students and begin.

Helen C. Roberts is a counselor at Valley View Community Unit School District 365, Romeoville, Illinois 60441, 815/834-1200.

Picture by Gary Levit, Romeoville High School Photography Class.

Art Lindsay is a card-carrying carpenter and has a background in the business of contracting for homes and other buildings. He and his colleague Russell Kramer got acquainted ten years ago. They talked up the idea of vocational carpentry but the story, for years, fell on deaf ears. With the formation of a unit school district and the inclusion in it of one high school from the district in which they worked, Mr. Kramer saw to it that Art Lindsay came with the high school to the new district. They felt the new unit district, already promising to be year-round in operation, would be forward-looking in other respects and receptive to their idea. And they were right.

A main objective of the Valley View vocational carpentry program is to get kids into actual construction work such as building houses. A very important phase of the plan calls for a pre-vocational carpentry course, on a pass/fail basis, which is open to sophomores in the latter half of their school year. This is a combination textbook/classroom and training in specific skills course. About three days each week are spent in the classroom studying about structure, materials, techniques of laying out foundations, walls, and so on. The other two days are spent in learning by practice, very specific skills such as nailing, handling of hammer when sitting or standing or in other positions, nailing together 2x4s and other blocks of wood, cutting off pieces of wood with the electric saw and skillsaw, cutting rafters, doing mitre cuts or bird's mouth cuts, making end-rafter cuts, working with ridge rafters, etc.

All the specific skills needed are developed so that when the students get out on a job they do not have to learn how to do the things required of them. On-site there is no stopping to learn things. They already know about squaring up a foundation, toe-nailing studs in place, or putting on a double plate, for example. The student becomes familiar with these things in the class so that when he gets out on the job he can recognize what he is doing and will be able to do a better job. The total course DEPENDS on this pre-vocational course. Passing this course makes the student welcome into the vocational carpentry class. And so far, all of the students except one have chosen to go with the vocational carpentry program in total.

Class size is important. At present the vocational carpentry classes in Valley View are limited to 15 each and there are two classes, each on its own construction job. Each class is "on-site" for three hours each day.

The advisory Committee meets periodically with the instructor of the class. Some of its members include representatives of the building trades unions, a member of a local bank and a member of a real estate firm. All advise and assist the program in various ways, and all the services are performed without charge.

The presentation of the plan to the school board is most important and should include the details of the plan, spelling out exactly what one anticipates doing. Other information should include the number of students who will be involved, some of the costs, equipment and land necessary, building materials and transportation. The Valley View planners asked for, and got a used school bus which, after conversion, doubles as transportation from

school to the site and also as a classroom when needed. The students and instructor removed and rearranged some of the seats, making a study area in the front of the bus (for rainy days and other times) and built storage cabinets in the rear of the bus to carry tools and other equipment such as ladders and scaffolding. The initial budget for tools and equipment was set at approximately $3500 plus the purchase of the used school bus which was $700.

It is well to build a defense of the program proposal since one might encounter some resistence in proposing a vocational carpentry program. Two opposing arguments in particular may arise. The first is that of money. As has already been stated, the argument of cost is quickly eliminated. "Money" cannot be seriously considered a problem when it can be shown that in a two-year period ALL the initial outlay PLUS a surplus for future programs will be recovered.

Another argument that has been used is the question of getting cooperation and approval of the trades unions. This is a rather time-worn argument that some administrations might use because they wish not to get involved and merely want an "out". In actuality the men at Valley View who did the planning did not have a difficult time in selling this as a "good" program to the unions. Besides approval, the unions, when approached directly by the instructor, offered to help.

Plans call for blue prints for future construction to be drawn up in another of Romeoville High School's classes, the vocational architecture class. Electrical, plumbing and heating work for this year's construction will be done by the vocational carpentry class although in the future electric shop students will be involved. A new one semester course is being planned which will include house and residential wiring theory and practice. Students from the metal shop are expected to assist in the sheet metal work. With the inclusion of these other classes the vocational carpentry class will be on-site both watching and working with the special classes that are brought in for short periods.

Each vocational carpentry class should complete a house in the period of a year. The year-round school system provides an advantage to this program in that jobs may be begun in July thus assuring that the job will be completely closed in with a roof on and furnace installed before really cold weather closes in. All students in the vocational carpentry class are scheduled for the same "track", being together in school for 45 class days, then off 15 class days. This, over a 12-month period then, really amounts to only nine months, but with the advantage of being able to begin construction in the summer.

All the necessary construction permits are obtained by the instructor in the name of the school district. At the same time the students are learning about the legal requirements and fees for building in their community and state. Familiarization with building codes is also a necessary prerequisite to actual construction.

Initially, a lot was purchased by the school board at the price of $5,000. Later, a lot was donated by a building contractor in the district., Kaufmann and Broad Homes, Inc. This company has offered to hook up water and sewer lines and render any other assistance necessary at no cost to the school district. In addition, approval has been given the vocational carpentry class to build a ware house facility of 5,000 square feet on a district junior high school property. This will enable the district to obtain much needed storage space for teaching, maintenance and custodial materials, as well as provide the students experience in designing and constructing another type of building. It is estimated that the cost of the additional projects will be covered adequately by the proceeds from the house now being built with assets still remaining.

A vital aspect of this program is that it is a means to develop interest and motivation, as well as skills, in the disadvantaged, educationally handicapped and potentially alienated student. The series of successes met with by each student builds up into a tangible realistic concrete product for which they, individually and as a group, have been responsible. And a real sense of self-worth develops and grows. This program is open to all students. Special education students at Romeoville High are and will be involved in various ways. Some are regularly enrolled in the pre-vocational carpentry course, and some, already having taken that, are now in the vocational carpentry class and actively engaged with one of the on-site crews. Extended field trips to the site of construction are planned where ALL special education students will be able to see and assist the working crews in various ways. They are definitely to be included in planning and carrying out the landscaping of the home site.

Besides being a meaningful learning experience for the special education students as such, this program also is a means of integrating the special education and regular students in the same activity. Working together, side by side, the students get to know one another as persons and learn what cannot be taught in any other way in the realm of getting along together and recognizing and appreciating their commonalities as well as their differences.

Vocational carpentry at Romeoville is definitely a "plus" course. It is plus for the school, the community, business and industry, the trade unions, and most of all, for the students who choose it. Here is education that is relevant, meaningful, motivating and an EXPERIENCE. Not all the students in this program will choose to select a building trade career, but those that do will have a running start. It is not the idea of the program to recruit carpenters. The program is succeeding with its real objective--helping students meet success and learn the value and dignity of work.

LISTING OF VOCATIONAL CARPENTRY EQUIPMENT

Quantity	Equipment	Estimated Cost
1	Electric Generator	$ 265.00
1	½" Black & Decker Drill	86.00
1	3/8 Black & Decker Drill	81.00
2	Mitre Boxes (Stanley) 30" X 16"	190.00
2	Sabre Saws	89.90
1 set	1/16-½" High Speed Drills	41.90
1	Power Plane (Skill)	120.00
2	Staplers	58.00
1 set	Auger Bits	38.95
1 set	Spade Bits	5.15
1 set	Wood Chisels	26.50
1	All Purpose Saw	65.50
1	7 ¼" Skil Saw	83.95
	Scaffolding	1,200.00
2	Block Planes	13.60
2	Jack Planes 11½"	25.00
3	4' Levels	38.10
2	20" levels	18.40
2	Expansion Bits #4	10.80
2	Ratchet Braces 10" Swing	30.10
1	10" Crescent Wrench Full	4.70
1	8" Crescent Wrench Full	3.75
2	Spiral Ratchet Screwdrivers	20.80
1	100' Tape	9.45
1	50' Tape	6.60
2 pr.	Pliers	2.90
1	Tin Snips	4.80
2	Pry Bars	8.00
2	Sledge Hammers 12 lb.	21.00
2	Plumb Bobs	3.40
2	Chalk Lines	5.90
3	Crosscut Hand Saws 8 pt.	30.90
2	3½" Butt Markers	7.00
2	4" Butt Markers	7.00
4	Utility Knives	5.40
50	Utility Knife Blades	6.50
1	Hack Saw	2.10
2	Framing Squares	14.60
1 pr.	Wing Dividers	2.50
2	Extension Cords 50'	20.00
2	Extension Cords 100'	40.00
1 set	Masonry Bits	8.70
20	Hack Saw Blades	4.20
10	Skil Saw Blades Combination	40.00
3	Coping Saws	3.75
1	Key Hole Saw 12"	2.85
3	Hand Rasps Sur-Form	12.45
2	Combination Squares	9.10
3	Try Squares 10"	11.85

Quantity	Equipment	Estimated Cost
2	T-Bevels	$ 6.10
2	Step Ladders 6'	24.00
2	Extension Ladders	80.00
2 pr.	Ladder Jacks	20.00
20	Sabre Saw Blades	5.90
4	Staple Guns	55.80
20,000	Staples	11.00
2	Screw Punch	1.70
5	Nail Sets	5.75
15	Claw Hammers 16 oz.	93.00
2	Screw Drivers 4"	3.40
2	Screw Drivers 6"	4.20
2	Screw Drivers 8"	5.10
2	Screw Drivers Phillips 6"	2.20
2	Wonder Bars	5.20
3	Woodworkers Vise	23.70
1	Bit Multi Spur 3/4"	5.05
1	Bit Multi Spur 1"	5.20
1	Bit Multi Spur 1½"	7.60
1	Bit Multi Spur 2"	10.00
1	Bit Multi Spur 3"	26.00
2	Expansion Bit	10.00
5	Nail Pullers, Cats Claw	18.00
	EQUIPMENT TOTAL	$3,237.95

Putting Media "To Work"

--Considering Careers Via Visuals--

Sister Carol Stiefvater

Instructional media needs no introduction or sales pitch. Aware, far-seeing, creative, and practical educators make considerable use of audio visuals throughout the curriculum. The first part of this article is addressed to the incorporation of media in teaching and learning. The second part of the article is a description of a project utilizing media in exploring careers. A quality Career Education Program assigns an important role to the well-planned use of good media. This is especially true of the career exploration class for junior high school students at St. Mary of Perpetual Help High School in Chicago.

Media Works

How does one realistically explore careers? Through EXPERIENCE, of course! Obviously, the most important experiences are of the "We're-right-there" variety and there is no satisfactory substitute for meaningful excursions to work locations. So why bother with all that media hardware and software back at "home base"? Why not?!

1. Educational media supplements and complements important outside activities. It helps prepare, focus, complete, broaden, enhance, and review. The value of the live experience is largely dependent on the way it is introduced, supported, reinforced, compared, and summarized.

2. Expeditions are usually made to one or two "representative" occupations from a cluster of careers. A more complete sampling can then be made via the audio visuals.

3. One or several desired experiences may be denied a particular class because of such obstacles as lack of variety in occupations in the vicinity, inaccessibility to certain sites, poor transportation facilities, cancellation of tours for safety reasons, and student handicaps which could make mobility or communication difficult or which often "scare" the tour arrangers into refusing a tour.

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in the listing are taken from Annotated Bibliography of Instructional Media Vocational Education of the Deaf. Most of the materials (films, filmstrips, transparencies and books) are produced for the general population.

Media for Deaf Students

Some career education classes may have to take into account particular needs and problems. Our "special" students need especially understanding and skilled teachers, employing especially innovating and practical methods, with the help of especially well selected and prepared materials.

Planning and preparing exploration of careers for handicapped adolescents requires adaptation in expectations, emphasis, methods, and learning instruments according to the capabilities and limitations of the learners. This Herculean task remains a human possibility, though it does require personal ingenuity and the help of many interested groups.

The United States Office of Education, through its Division of Handicapped Children and Youth, has developed some very fine programs for the deaf. Notable among these is the Captioned Films for the Deaf. Captioned Films for the Deaf is a free loan service of captioned or subtitled films for the use of deaf audiences. This service is provided by the Government, United States Department of Health, Education and Welfare. It was made possible for the enactment of Public Law 85-905 by Congress in 1958.

The objectives of the Captioned Films for the Deaf program are two-fold: (1) to provide enriched educational and cultural experiences for deaf persons by means of a free loan service of acquired or specifically produced captioned films and (2) to promote the educational welfare of deaf persons by carrying on research in the use, production and distribution of captioned educational and training films, and in training persons in the use of such films. Analysis of program developments indicates that emphasis has been placed upon wider usage of films for educational purposes for the deaf as contrasted to recreational and cultural objectives set up in the original enabling legislation.

On the next three and one-half pages is a listing of Captioned Films for the Deaf, Exhibit A. These films have been selected for use in career education courses at the junior and senior high school levels. The list, prepared by a Career Exploration Class, is not all-inclusive. It is expected that it will be continually revised. The Captioned Films for the Deaf are sound films with typed captions at the base of each frame to inform the hearing handicapped of the script (by arrangement with the producer). The producer/distributor's name is included to enable regular classes to order an uncaptioned edition of a film. The listing also indicates pages from Lesson Guides and Annotated Bibliographies where lesson plans or descriptions of these films may be located. (See the key for explanation.) Samples of these plans (Exhibit B) and annotations (Exhibits C and D) follow the listing of Captioned Films for the Deaf.

4. The "It-seems-like-we're-there" type of experiences do enjoy certain advantages:

--Materials can be carefully previewed to give the teacher definite expectations of presentation.
--Presentations can be well timed (according to careful plans or sudden interest or opportunity).
--Showing can be interrupted for explanations and clarifications.
--Several repetitions can be made to review relevant material.
--Special equipment, activities, and working conditions common to a certain career or industry can be "focused in".
--Time and money spent traveling (and eating lunch) can be saved.

Now when is instructional media used? Anytime!

At the beginning of a unit

--to elicit student interest,
--to determine student interest,
--to introduce a unit or core of activities,
--to prepare students for interviewing workers, tour guides, and personnel managers.

In the middle of a unit

--to add information,
--to ask and answer questions,
--to critique the film
--to critique the expedition or group of activities,
--to make revisions of plans.

At the end of a unit

--to review a general or particular concept,
--to cap the unit.

With another unit

--to compare with other units.

Vary the arrangement. Involve students in planning.

Finally, what kind of media should be used? Everything! Try whatever is relevant, current, interesting, and available. Decide what would be most "cool", clear, and comprehensive. See annotated bibliographies, study unit suggestions, catalogs, -- and of course, media specialists and librarians. It's worth the teacher's time to build up a class file on good materials. Students can participate in rating them and organizing records of them. A list of media sources for career education is contained in Exhibit E at the conclusion of this article. The names and addresses

Exhibit A

Captioned Films for the Deaf for Use in Career Education--Advanced Level

CFD No.	Title	Level	Time	Color	Producer/ Distributor	Lesson Guides	VED	PED
Consumer Education:								
196	Story of a Check	A	13	C	Film Associates	B-416	---	---
206	Installment Buying	A	11	B	Coronet	B-339	37	---
209	What Is Money?	A	11	B	Coronet	B-426	---	---
259	Money & Its Uses	PIA	11	C	Encyclopedia Britannica	R-25	---	---
308	Wise Buying	A	11	C	Coronet	C-329	---	---
335	Why Budget	A	11	B	McGraw-Hill	M-342	---	---
339	Banks & Credit	A	11	C	Coronet	M-184	34	---
Job Orientation:								
356	The Road Ahead	A	27	B	Pilgrim Press	M-305	---	---
415	You & Your Work	IA	11	C	Coronet	A-181	---	96
419	Aptitudes & Occupations	A	16	C	Coronet	A-180	---	92
420	How to Keep a Job	A	11	C	Coronet	A-197	35	94
474	Your Job: Applying for It	A	13½	C	Coronet	C-335	---	---
	I'm Not Stupid	A						
Home Economics & Services:								
76	Synthetic Fibers	I	16	B	Encyclopedia Britannica	D-276	---	---
215	Eat Well & Grow	IA	11	C	Coronet	B-43	145	---
216	Foods from Grains	I	11	C	Coronet	B-200	146	---
246	Laundry Workers	A	11	B	AFL-CIO	R-237	---	---
263	Why Study Home Economics?	IA	11	B	Young America	R-148	---	---
320	Foods & Nuitrition	A	11	B	Encyclopedia Britannica	M-212	---	---
338	Your Food	I	17	C	McGraw Hill	M-149	---	---
343	America the Bountiful	IA	16	C	Jam Handy	R-55	57	---
345	Kitchen Safety	IA	8	C	National Education Media	M-231	156	89
346	Mr. Busboy	A	8	C	National Education Media	M-237	130	90
347	Give Your Eggs a Break	IA	11	C	National Education Media	M-215	150	89
351	Bath & Babies	A	15	C	Pilgrim	M-153	113	---
357	Frozen Foods	PI	11	C	Bailey	R-11	148	---

CFD No. -- Captioned Films for the Deaf Film Number.

Level -- Primary; Intermediate; Advanced.

Color -- Black and white; Color.

Lesson Guides (Edition & Page) -- Lesson Guides for Captioned Films; Educational Media Corporation, White Plains, N.Y.
Editions: DePaul; Baxter; Berkley; Rochester; Montana; Callier; American.

VED (Page) -- Annotated Bibliography of Instructional Media, Vocational Education for the Deaf; Educational Media Corporation.

PED (Page) -- Trends in Prevocational Education for the Deaf; Educational Media Corporation.

C D No.	Title	Level	Time	Color	Producer/ Distributor	Lesson Guides	VED	PED
Art:								
303	Clay	IA	15	C	ACI Publications	R-119	---	---
331	Crayons	PI	15	C	ACI Publications	M-52	---	---
366	Movement	IA	10	C	ACI Publications	M-87	---	---
367	Watercolor	IA	15	C	ACI Publications	M-338	---	---
368	Puppets	A	15	C	ACI Publications	M-289	---	---
369	Paper Mache	I	15	C	ACI Publications	M-99	---	---
371	Posters	A	15	B	ACI Publications	M-285	---	---
383	Discovering Harmony in Art	A	16	C	Film Associates	M-182	---	---
384	Discovering Line	A	17	C	Film Associates	M-186	---	---
385	Discovering Perspective	A	14	C	Film Associates	M-190	---	---
387	Introduction to Contour Dr.	IA	12	C	Film Associates	M-222	---	---
411	Creating with Color	PI	11	C	Coronet	M-55	---	---
416	Color and Pigment in Art	IA	13½	C	Coronet	A-111	123	---
Communication, Graphic Arts, Library:								
153	Know Your Library	IA	16	C	Coronet	Be-251	---	---
195	The Newspaper Serves the Community	IA	14	B	Film Associates	B-383	---	---
198	Television Serves the Community	A	14	B	Film Associates	B-421	---	---
244	Postal Workers	A	15	B	AFL-CIO	R-259	---	---
245	Printers	A	14	B	AFL-CIO	R-262	---	---
341	Typesetting	IA	35	B	?	R-141	205	---
344	Cameras & Careers	A	27	C	Kodak	M-161	189	---
361	Putting a Job on a Platen Press	IA	11	B	Bailey	R-265	205	77
381	Using the Library	PI	13	C	Univ. Educ. Visual Arts	C-177		
423	Graphic Communications-- Printing							
432	Photography for Everyone	IA	18	C	Henk Newenhouse	C-235	---	---
Office Work:								
340	Writing Better Business Letters	I	11	C	Coronet	R-158	51	---
349	Matter of Some Urgency	A	22	B	A. B. Dick	R-252	47	---
374	Typing Skills: Daily Job Techniques	A	13	B	Coronet	R-276	---	---
375	Competition in Business	A	13	C	Coronet	R-201	35	---
414	Accounting: Basic Proced.	A	11	C	Coronet	R-161	26	---
417	Improve Your Handwriting	IA	7	C	Coronet	A-137	30	---
418	Filing Procedures in Business	A	14	C	Coronet	R-207	45	---
485	Data Processing	A	17	C	Sterling	A-231	---	---

CFD No.	Title	Level	Time	Color	Producer/ Distributor	Lesson Guides	VED	PED
Skills and Industry:								
20	Learning About Electric Current	A	16	B	Encyclopedia Britannica	D-379	---	---
29	Simple Machines	A	11	B	Encyclopedia Britannica	D-425	---	---
80	Rubber in Today's World	I	16	C	Coronet	D-243	---	---
120	Electricity: Principles of Safety	I	16	C	Coronet	Be-208	---	---
169	Truck Driver	I	16	B	Encyclopedia Britannica	B-257	---	---
228	Why Study Industrial Arts	A	10	B	Young America	B-433	---	---
243	Furniture Workers	A	13	B	AFL-CIO	R-83	---	---
247	Rubber Workers	IA	11	B	AFL-CIO	R-125	---	---
248	Missile Workers	A	14	B	AFL-CIO	R-255	---	---
249	Bookbinders	A	16	B	AFL-CIO	R-190	---	---
250	Machinists	A	14	B	AFL-CIO	R-241	---	---
251	Woodworkers	IA	11	B	AFL-CIO	R-154	---	---
252	Aircraft Machinists	A	14	B	AFL-CIO	R-177	---	---
253	Aluminum Workers	IA	14	B	AFL-CIO	R-51	---	---
277	Errors in Measurement	A	29	B	Modern	R-69	---	---
328	Precision Toolmaking & Machinery	IA	20	C	M. Farrel	R-116	90	76
329	Modern Steelmaking	A	22	C	U. S. Steel	M-271	86	---
342	ABC of Handtools, Parts I & II	IA	23	C	Walt Disney	R-44	163	63
348	Houses Have Four Sides	A	15	C	Pilgrim	M-219	169	---
350	Lathe	A	15	B	U. S. Office of Ed.	M-235	81	---
352	Great White Trackway	IA	26½	C	Wilding	R-86	---	---
353	Metal, Glass & Paper	IA	30	C	Jam Handy	R-55	166	77
354	Milling Maching	A	16	B	Division Inst. Aids	M-263	85	---
355	Film on Unicom	A	30	C	Nat. Lumber Manuf.	R-211	165	---
358	Lumberyard	P	11	C	Bailey	R-18	171	70
359	Machines Help Us	IA	11	B	Bailey	R-107	81	71
360	Make a House Model	A	11	C	Bailey	R-246	172	72
362	So You Want to Be a Tool & Die Maker	A	11	C	Telecine Films	C-311	---	---
363	So You Want to Be an Electronic Tech.	IA	11	C	Vocational Films	R-135	---	---
435	Transportation Maint.	IA	11	C	Films West Inc.	C-249	---	---
437	School Shop Safety	A	15	C	Films Associates	C-305	---	---
438	Hand Tools for Woodworking	A	22	C	Bailey	C-289	---	---
451	Building Trades: House Builders	A	15	C	U. A. & V. A.	C-265	---	---
452	Hand Tools for Metal Working	A	25	C	Bailey	C-289	---	---
476	Refiner's Fire	A	6	C	D. M. M. Ed.	A-237	---	---
482	Wood Finishes	IA	13	C	Sterling	A-175	---	---
483	Sheet Metal	IA	11	C	Sterling	A-141	---	---
484	Measuring & Layout	IA	12	C	Sterling	A-147	---	---
486	Welding	A	13	C	Sterling	A-253	---	---
491	Precision Meas.: Outside Microm.	A	14	C	B. F. A.	A-215	---	---

CFD No.	Title	Level	Time	Color	Producer/ Distributor	Lesson Guides	VED	PED
Skills and Industry (cont):								
492	Prescision Meas.: Steel Scale I	A	8	B	B. F. A.	A-221	---	---
493	Precision Meas.: Steel Scale II	A	8	C	B. F. A.	A-225	---	---
494	Working with a Scale	A	10½	C	B. F. A.	A-259	---	---
511	Soft Soldering	A	11	B	Encyclopedia Britannica	A-247	---	---
Science and Research:								
190	Weather Scientists	I	16	C	United World	Be-323	---	---
265	Why Study Science	I	11	B	Young America	R-151	---	---
449	Rockets & Satellites	IA	13½	C	United World	C-241	---	---
514	Oceanography	IA	17	C	Journal	A-157	---	---
515	Water Pollution	IA	16	C	Journal	A-169	---	---
518	Mapping the Earth's Surface	A	16	C	Coronet	A-203	---	---
525	The Earth: Volcanoes	IA	11	C	Coronet	A-117	---	---

Exhibit B

Sample from Lesson Guides for Captioned Films

Building Trades:
The House Builders (451*)

A Captioned Film
for
Advanced Levels

By Arrangement With
Universal Education and Visual Arts

Captioned Films for the Deaf
U.S. Office of Education
Washington, D. C.

Time: 15 minutes Color, SYNCAP

I. Film Summary

How a home is built, including the methods and the materials used, is illustrated in the film. A description of each man's job and the training necessary is explained.

II. Purpose of the Film

A. General Objectives

1. To explain the various skills of the men who build houses.

2. To show that the construction of a house develops from a plan.

3. To illustrate the tools and techniques involved in building a house.

B. Expected Behavioral Outcomes

1. The students should be able to name each workman involved and the particular skills required in building a house.

2. The students should be able to list the building materials used in a house.

3. The students should be able to discuss the education and training requirements for each man.

*This number is coordinated with the Captioned Films for the Deaf Film Number which can be found in Exhibit A.

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

site
career
skills
specifications
professional
sheathing
systems
flooring
forms
apprenticeship
panelling
power
copper
masonry
horizontals
mason
chances
opportunity
pride
attitude
2 x 4's
acre
trades
measurements
journeyman
inspection
labor
assistance
boxing
cast-iron
finishers
supervisors
metallurgist
physicist
trim
trowel
union
dexterity
diploma
success
type
project
budget
foreman
framing
subcontractor
planks
foundation
conduits
fee
craftsmanship
contracting
draftsman
machinist
craft
siding
specialist
background
supervision
cement
raise

Verbs

requires
supplies
supervises
charge
demands
estimates
create
values
organized
installs
market
include
licensed
replaced
produces
dovetail
provides
inspect
respect
completes
judge
qualify
handles

Adjectives

peaceful
hand
challenging
finishing
rough-in
extra
plywood
fireproof
regulated
drainage
tile
cinder
educational
strict
human
rewarding
independent
experienced
necessary
flat
perfect
siding
hardwood
ancient
manual
dangerous
entire
ten-penny
general
high-voltage
special
accurate
acting
separate
tongue-and-groove
leakproof
shower
satisfying

Adverbs

annually	almost	constantly
directly	formerly	strictly

Infinitives

to clear	to build	to estimate
to mark		

Multiple Usage

Nouns	Verbs	Adjectives
check	check	
schedule	schedules	
construction		construction
apprentice		apprentice
carpentry		carpentry
	skilled	skilled

C. Selected idioms and expressions

the carpenters have run into
an all around craftsman
He also serves as acting boss.
you can't take short cuts with
You can't just walk into this field.
Some carpentry tools are almost as old as human history.
a bulldozer operator
getting the horizontals straight and true
almost every small step
Beyond that, there's the top,
Whatever you do, there'll be satisfaction.

D. Motivation

1. Display pictures of the different workers who build houses and discuss the nature of each worker's job.

2. Discuss what background and abilities a person must have in order to enter a building trade.

3. Display the tools that specific craftsmen use on a construction job.

4. Discuss the need for shelter.

5. Talk about the materials that can be used in building a house.

IV. Follow-up

A. Suggested questions

1. Why is it necessary for men to go through a system of apprenticeship and journeyman training?
2. What is the first step in the construction of a house?
3. What two practices must be followed and are important?
4. How many jobs are provided annually in construction?
5. Name the thirteen different craftsmen shown in the film.
6. Why is the electrician's apprenticeship the longest of all?
7. What are the materials that a plumber uses.
8. What materials are used in building the house frame and walls?
9. What materials are used by a mason?

B. Suggested activities

1. Visit a building materials company so that the students may observe the type of materials used in construction work.
2. Plan several field trips to a certain building site to observe the progress.
3. Build a model house.
4. Invite speakers from local construction unions, state employment offices and development agencies to speak to the class.

V. Resource Materials

A. Films

1. "An Architect at Work," AF
2. "Careers in the Building Trades," COR
3. "Hand Tools for Metalworking," CFD
4. "Hand Tools for Woodworking," CFD
5. "The ABC of Hand Tools, Part I," CFD
6. "The ABC of Hand Tools, Part II," CFD

B. Books

1. Arnold, Pauline, Homes: America's Building Business, N.Y.: Holiday House, 1960.

2. Home Mechanic's Library (3 volumes), Princeton, N.J.: D. Van Nostrand Co.

3. United States Department of Labor, Occupational Outlook Handbook, Washington, D.C.: U.S. Government Printing Office, 1966-67.

C. Other Materials

1. Pamphlets

"Bricklaying as a Vocation," Washington, D.C.: Structural Clay Products Institute

"Building Construction Careers," Moravia, N.Y.: Chronicle Guidance Publications

"Construction: A Man's Work and Construction Industry Opportunities," Washington, D.C.: Associated General Contractors of America

"Opportunity in the Painting, Decorating and Coating Trade," Washington, D.C.: Brotherhood of Painters, Decorators, and Paperhangers of America

"Should You Go Into the Construction Business?," N.Y.: New York Life Insurance Co.

"The Electrical Worker's Story," Washington, D.C.: Brotherhood of Electrical Workers

Exhibit C

Sample Excerpt from Annotated Bibliography of Instructional Media

Vocational Education for the Deaf

Title: GIVE YOUR EGGS A BREAK (p. 150) Color

Medium: Film Length: 10 minutes

Producer: National Education Media Corp. Area: Home Economics

Distributor: Modern Talking Pictures (Free loan) Subject: Foods

Annotation: The movie takes place in a restaurant where two cooks are employed -- one experienced and one inexperienced. They demonstrate the correct and incorrect methods of egg cookery. Eggs are fried, poached, boiled, scrambled and cooked as an omlet. Tips are given on proper care and storage.

Major Purpose: To develop an understanding of the principles in good egg cookery.

Technical Quality (sound, photography, etc.): Good

Interest and Reading Levels: Junior, Senior High

General Comments: The film was very entertaining in addition to presenting the subject matter well. It would be especially liked at the junior high level.

Exhibit D

Sample Excerpt from Trends in Prevocational Education for the Deaf

Section VI--Annotated Educational Media

Title: PRECISION TOOLMAKING AND MACHINING (page 76) Color

Medium: Film Length: 25 Minutes

Producer: Matt Farrell Productions, Inc. Area: Prevocational

Distributor: Modern Talking Pictures (Free loan) Subject: Tool and Die Making

Annotation:

In broad coverage this is the story of modern technology's dependence on the tool, die, and precision making industry. Modern manufacturing methods and mass production of duplicate parts have reduced unit costs and raised the American standard of living second to none.

This has been possible only because of the skilled know-how of the nation's tool, die, and precision-making industries. "Precision" is the tool maker's middle name, aptly symbolized by his highly complex machines. Mass production equipment requires dies of absolutely exact tolerances. Extreme accuracy must be built in and is interpreted by the millionths of an inch in some specialized precision machinery and in the area of miniaturization. The needs of modern times place extreme demands on tool and die personnel, and on the industry to develop precision workmen through apprenticeship training, a program which sets certain age, scholastic achievement, mechanical aptitude, and personal desire standards for entrance.

Some areas covered prior to receipt of the Journeyman's card include operation of the drill press, shaper, lathe, milling machine, cylindrical grinder, also, machine set-up, lessons in heat treating metal, in blueprint reading, elementary drawing, shop math and theory; tool design, inspection, and grinding. The apprentice learns by doing, and in this film the exploratory prevocational student is given broad exposure to the precision skills demanded of workers in the industry.

Major Purpose: To show the important role that well-trained tool and die makers play in industrial society.

Technical Quality (sound, photography, etc.): excellent; sound fair to good for hearing child.

Interest and Reading Levels: Junior High, Senior High

Project Career Exploration Via Visuals

Physical Setting

Catholic Charities in Chicago sponsors an educational program of day classes for the deaf, located in regular schools throughout the city. One of the centers for teenage deaf is at St. Mary of Perpetual Help High School at 1023 West 32nd Street. Students' ages range from 14 to 20. The younger group is in a junior preparatory class; the others take a full high school course. Deaf students integrate with hearing students for some of the regular high school classes.

For several years St. Mary's has had a work-study program as a part of its Career Education Program. This year it has entered into the Interagency Cooperative Work-Experience in cooperation with the State of Illinois Board of Vocational Education and Rehabilitation. Part of the broad spectrum of the school's full career program has always included career education. It is taught as a regular course at the junior preparatory level and developed throughout high school.

Description of the Project

In this program, the exploring of careers is directed to a more serious investigation into the world of work, a personal career, useful abilities and skills, and necessary education and training. The student explores to discover, -- discover who he is, what he is, what he can do, what he would like to do, where he can do it and how to prepare himself to do it. To help accomplish these goals, St. Mary's organizes much of its career education around meaningful field experiences, work experiences and vicarious experiences.

The presence of a Captioned Films Depository at the center which serves several other deaf education centers as well as St. Mary's, encourages extensive use of these excellent movies for visual exploration. Even the selection and scheduling of films is an important part of the self-discover, work-discover process.

Procedures

Here is one way deaf students in the career exploration class can orient their career study through a share in the planning of media presentation:

1. Identify career film titles from a list of educational films. Discuss meaning of titles.

2. Look up these titles in the card index, catalog, and bibliographies. Read annotations to verify or expand meaning of titles. See Exhibits C and D.

3. Organize film titles into groups of related skills or occupations.

4. Check titles of films showing most unfamiliar careers.

5. Make personal lists of 10 most interesting occupations. Keep list for future comparison and revision.

6. Decide on criteria for selection of films (unfamiliarity, interest, relevance).

7. Rate films by assigning a tentative class priority number of 1, 2, 3.

8. Make a list of the high priority films. Make sure it is sufficiently broad in scope.

9. Compose questions the group has about each career. They may include:

   What do the workers do?
   What are their tools?
   What do they need to know?
   Where do they work?
   Do they work alone?
   What hours do they work?
   What is the usual pay?
   What's hard about the job?
   What hazards are there?
   What are the advantages? Fringe benefits?
   What are the chances of advancement?

   How many of these questions would the group expect to have answered in the film?

10. Set up a tentative schedule for the selected films.

11. Discuss how the class could find out if the film is representative of the occupation or industry in this locality at this time.

12. Prepare for the showing of the first film.
    Use Lesson Guides and script to ascertain general objectives and expected behavioral outcomes; prepare vocabulary, selected idioms, and expressions; plan follow up activities; consider use of other resource materials. See Exhibit B.

13. When the "set" is right, project the film.

14. Get general reaction. Give the film an overall rating.

15. Discuss:
    How was the vocabulary used?
    What were the important concepts?
    Which questions were answered by the film?

16. Rate the film according to interest, information, usefulness. Write short recommendation.

17. Reshow the film before or after follow up activities if interest and importance warrant it.

18. Investigate the possibilities of making a field trip to a place of work similar to that shown in the film. Compose letters requesting tour arrangements.

19. Look through news ads and on bulletin boards to see if there are many such jobs open.

20. Determine what other information is desirable and how to obtain it. See if there is any good support media.

21. Begin planning and preparing for the next film. Vary the plan for interest and improvement.

22. After a few films, consider making a class movie or set of slides at a work location.

-- and so on --

Just a start in CONSIDERING CAREERS VIA VISUALS.

Quality media is definitely VIP--Very Important Paraphernalia. Its reputation is high, broad and stable and its presence is warmly welcomed and appreciated by enthusiastic educators. But this essential educational equipment does not want to live on panegyrics alone. Put in the hands of capable, creative teachers, media proves its worth--it produces! In Career Education, as in all areas of student development, learning input and output is impressively increased by: PUTTING MEDIA "TO WORK".

Exhibit E

Media Sources for Career Education

A.B. Dick Co., Inc.
4323 East River Drive
Philadelphia, Pa. 19129

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60204

American Bottlers of Carbonated Beverages
1128 Sixteenth Street, N.W.
Washington, D.C. 20036

American Cynamid Company
Fibers Division
111 W. 40th St.
New York, New York 10018

American Forest Products Industries, Inc.
1835 K Street, N.W.
Washington, D.C. 20236

American Gas Association
420 Lexington Avenue
New York, New York 10017

American Institute of Timber Construction
1757 K Street, N.W.
Washington, D.C. 20206

American Iron and Steel Institute
150 East Forty-Second Street
New York, New York 10017

American Lamb Council
Consumer Sales Dept.
520 Railway Exchange Building
Denver, Colorado 80202

American Meat Institute
400 East Ontario Street
Chicago, Illinois 60611

Betty Crocker Film Library
General Mills Inc.
9200 Waysata Blvd.
Minneapolis, Minnesota 55440

American Paper & Pulp Assoc.
122 E. 42nd Street
New York, New York 10017

American Technical Society
Chicago, Illinois 60637

Addressograph-Multigraph Corp.
Cleveland, Ohio 44117

Agriculture Research Service
U.S. Department of Agriculture
Washington, D.C. 20250

Association Films, Inc.
324 Delaware Avenue
Oakmont, Pa. 15139

Audio-Visual Div.
Popular Science Publishing Co., Inc.
355 Lexington Ave.
New York, New York 10017

Audio Visual School Service
386 Fourth Avenue
New York, New York 10016

The Babcock & Wilcox Co.
Director, Advertising & Public Relations
161 East 42nd Street
New York, New York 10017

Bailey Films, Inc.
6509 DeLongpre Ave.
Hollywood, Calif. 90028

Ball State University Film Service
Ball State University
Muncie, Indiana 47306

Bethlehem Steel Corporation
Industrial and Public Relations Dept.
Bethlehem, Pa.

Consumers Institute
General Electric Co. Appliance Park
Louisville, Kentucky 40225

Bowaters Southern Paper Corp.
Calhoun, Tennessee 37309

Brandon
200 West 57th St.
New York, New York 10017

Browning Arms Co.
1706 Washington Ave.
St. Louis, Mo. 63103

The Bruce Publishing Co.
704 Bruce Building
Milwaukee, Wisconsin 53201

C and H Sugar Kitchen
P.O. Box 3669
San Francisco, California 94119

Carnation Milk
Home Service Director
Los Angeles, California

Cereal Institute, Inc.
135 S. LaSalle Street
Chicago, Illinois 60603

Chas. A. Bennett Co., Inc.
809 W. Detweiller Drive
Peoria, Illinois 61614

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Churchill Films
662 North Roberson Boulevard
Los Angeles, Calif. 90060

Colonial Films, Inc.
70 Firlie Street, N.W.
Atlanta, Georgia 30303

The Colorado Fuel and Iron Corp.
Publicity Dept.
P.O. Box 316
Pueblo, Colorado 81002

Commercial Food Service Depa tment
Farley Manning Associates, Inc.
342 Madison Ave.
New York, New York 10017

Eye-Gate House, Inc.
14601 Archer Avenue
Jamaica, New York 11435

Coronet Films
Chicago, Ill. 60601

Creative Visuals, Inc.
Box 310
Big Springs, Texas 79720

Curriculum Materials Corp.
1319 Vine Street
Philadelphia, Pa. 19144

DCA Educational Products, Inc.
4865 Stenton Avenue
Philadelphia, Pa. 19144

Department of Institution Management
Syracuse University
Syracuse, New York 13210

The Diversey Corporation
212 West Monroe Street
Chicago, Illinois 60606

Don Bosco Films
New Rochelle, New York 10802

DuArt Film Lab., Inc.
U.S. Government Film Services
245 W. 55th Street
New York. New York 10019

Eastman Kodak Co.
Rochester, New York 14650

Economics Laboratory, Inc.
Guardian Building
St. Paul, Minnesota 55101

Educational Department
Coty Inc.
423 W. 55th Street
New York, New York 10019

Encyclopedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois 60091

Entelek, Inc.
42 Pleasant Street
Newburyport, Mass. 09150

Evaporated Milk Association
228 North LaSalle Street
Chicago, Illinois 60601

Fine Hardwoods Assoc.
666 N. Lake Shore Drive
Chicago, Illinois 60611

Fish and Wildlife Service
Department of the Interior
Washington, D.C. 20225

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, Ill. 60607

Ford Motor Co.
Educational Affairs Dept.
The American Road
Dearborn, Michigan

Friden, Inc.
San Leandro, California

Frozen Potato Products Institute
333 North Michigan Avenue
Chicago, Illinois 60601

General Electric Co.
Home Economics Dept.
1285 Boston Avenue
Bridgeport, Conn. 06602

General Foods Corp.
10 Columbus Circle
New York, New York 10019

General Motors Corp.
Public Relations Staff--Film Library
General Motors Building
Detroit, Michigan 48202

Government Film Department
United World Films, Inc.
1445 Park Avenue
New York, New York 10029

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, Pa.

H. J. Heinz Co.
Pittsburgh, Pa.

Hammermill Paper Co.
Erie, Pa.

Hardwood Plywood Institute
P.O. Box 6246
Arlington, Virginia 22206

Home Service Department
Carnation Company
Los Angeles, California

Linda Marshall
Home Service Department
The Maytag Company
Newton, Iowa 50208

Household Finance Corp.
Money Management Institute
Prudential Plaza
Chicago, Illinois 60601

Howard W. Sams & Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

IBM Corporation
Seven Penn Center
Philadelphia, Pa. 19103

Industrial Forestry Assoc.
1410 S. W. Morrison Street
Portland, Oregon 97225

Institutional Products Division
General Foods Corporation
250 North Street
White Plains, New York 10605

The Jam Handy Organization
2821 East Grand Boulevard
Detroit, Michigan 48211

Jones and Laughlin Steel Corp.
3 Gateway Center
Pittsburgh, Pa. 15230

Kraft Foods
P.O. Box 986
Dayton, Ohio 45401

Kroehler Mfg. Co.
666 Lake Shore Drive
Chicago, Illinois 60611

The L. S. Starrett Co.
Anthol, Massachusetts 01331

Lenox, Inc.
Prince and Meade Streets
Dept. B-3
Trenton, New Jersey 08605

Lone Star Steel Company
P.O. Box 12226
Dallas, Texas 75200

MacMillan, Bloedel and Powell River Ltd.
1199 W. Pender Street
Vancouver 1, Canada

Market Forge Company
35 Garvey Street
Everett, Mass. 02149

McBee Systems
Practical Methods Center
Dept. 12-4-2
Athens, Ohio 45701

McCall Corporation
Dept. SS
Dayton, Ohio 45401

McCormick-Mathers Publishing Co.
Wichita, Kansas 67201

McGraw-Hill Book Co.
Text-Film Div.
330 West 42nd Street
New York, New York 10036

Mr. Frank Hufford
Modern Hearing Aids
927 Nineteenth Street, N.W.
Washington, D.C. 20006

Modern Learning Aids
3 East 54th Street
New York, New York 10036

Money Management Institute
Household Finance Corp.
Prudential Plaza
Chicago, Illinois 60601

National School Service Bureau
National Blank Book Company
Holyoke, Massachusetts 01040

Lawry's Foods, Inc.
Box 2572, Terminal Annex
Los Angeles, California 90054

National Live Stock and Meat Board
36 South Wabash Ave.
Chicago, Illinois 60603

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

Newsweek, Dept. CG
444 Madison Avenue
New York, New York 10022

Office of Education
Dept. of Health, Education & Welfare
Washington, D.C. 20202

The Ohio State University
Film Distribution Center
Motion Picture Division
1885 Neil Avenue
Columbus, Ohio 43210

Oxford Filing Supply Co., Inc.
Clinton Road
Garden City, New York 11533

Pellon Corporation
1120 Avenue of the Americas
New York, New York 10036

Pillsbury
Educational Department
Minneapolis, Minnesota 55402

Pineapple Growers Association
215 Market Street
San Francisco, California 94105

Proctor and Gamble Advertising
Service Building
2150 Sunnybrook Drive
Cincinnati, Ohio 45327

The National Committee for Education
in Family Finance
488 Madison Avenue
New York, New York 10022

National Forest Products Assoc.
1619 Massachusetts Ave., N.W.
Washington, D.C. 20036

Safety Consultation Training Services
P.O. Box 7306
Washington, D.C. 20044

Sara Lee
Consolidated Foods Corp.
Chicago, Illinois

Sears, Roebuck and Co.
Consumer Education Division 703
Chicago, Illinois 60607

Sheldon Machine Co., Inc.
4258 North Knox Avenue
Chicago, Illinois 60641

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Stanley Bowmar Co., Inc.
12 Cleveland Street
Valhalia, New York 10505

Sterling Movies U.S.A.
43 West 61st Street
New York, New York 10017

Sterling Silversmiths of America
551 Fifth Avenue
New York, New York 10017

Sunkist Growers
Consumer Service and Nuitrition Research
Box 2706, Terminal Annex
Los Angeles, California 90054

Swift and Co.
Refinery Dept.
Union Stock Yards
Chicago, Illinois

Teachers Practical Press, Inc.
47 Frank Street
Valley Steam, Long Island, N.Y. 11580

James W. Walker
Publications Distributions, Office of
Education
400 Maryland Avenue
Washington, D.C. 20202

Remington Rand
Division of Sperry Rand Corp.
1290 Avenue of the Americas
New York, New York 10019

Reynolds Metals Co.
Home Economics Division
Richmond, Virginia

Ulano
610 Dean Street
Brooklyn, New York 11238

U.S. Forest Service
Washington, D. C. 20225

U.S. Navy
Assistant for Public Information
Potomac River Naval Command
Naval Weapons Plant
Washington 25, D.C.

United States Steel Corp.
Pittsburgh Film Center
525 William Penn Place
Pittsburgh, Pa. 15230

United Transparencies, Inc.
P.O. Box 888
Binghamton, New York 13905

The Welch Scientific Co.
7300 N. Linder Avenue
Skokie, Illinois 60076

Visual Products
3 M Company
2501 Hudson Road
St. Paul, Minnesota 55119

Wespen Audio Visual Company
Box 188
Hawthorne, Penn. 16230

West Coast Lumbermen's Assoc.
1410 S.W. Morrison Street
Portland 5, Oregon 97225

Technifax Corp.
Holyoke, Mass. 01040

Tescom Corp.
27th Avenue and 4th Street Southeast
Minneapolis, Minnesota 55414

Theodore Audel & Co.
Div. of Howard W. Sams & Co., Inc.
Indianapolis, Indiana 46206

Tweedy Transparencies, Inc.
208 Hollywood Avenue
East Orange, New Jersey 07018

Western Publishing Co.
Western Publishing Educational Services
1220 Mound Avenue
Racine, Wisconsin 52404

Wheat Flour Institute
309 West Jackson Blvd.
Chicago, Illinois 60606

Wyckoff Steel Division
Screw and Bolt Corp. of America
P.O. Box 1256
Chicago, Illinois

Xerox Corp.
Midtown Tower
Rochester, N.Y. 14604

Assisting Students Pursuing Career Programs

Involving Multiple Courses in Exploring Related Occupations

Mildred E. Walker

It is generally recognized that most high school students have a fascination about the world of work. It is more than just fascination -- it is a quest for an understanding of the relevance of the world of work. There is practical meaning and specific purpose for them in that world. It is also generally recognized that many high school students see very little real meaning or purpose in school and school related activities. The project reported herein is an attempt to close this gap, to demonstrate the interdependence of these two areas of endeavor and to expand the student's often restricted view of the occupational world.

School Setting

Oak Lawn Community High School is a comprehensive high school in a southwest suburban area adjacent to Chicago. The high school has an enrollment of approximately 3100 students. According to surveys made among recent graduates the majority of students being graduated from this high school attend further schooling for vocational and technical training or go directly into the world of work.

Nature of the Project

The specific goal of this effort is to provide students with an opportunity to:

1. Observe the continuity between the academic world of the classroom and the vocational world of work.

2. Consider the specific vocational relationship between subjects in different academic departments and specific job occupations.

3. Develop career awareness beyond the classroom.

4. Enlarge students' knowledge of occupational fields.

The project outline (see Exhibit A) represents a month long saturation of audio visual experiences, presentations and dialog involving students, faculty and outside resource personnel. Of course, such an effort requires the support and cooperation by all those involved, directly and indirectly, if the project is to meet the needs of students. An all-inclusive theme should be chosen for the month. Based upon students' interests, the career area to be considered can be established by the vocational counselor prior to the formation of the planning committee.

Mildred E. Walker is a vocational counselor at Oak Lawn Community High School, 94th and Southwest Highway, Oak Lawn, Illinois 60453, 312/424-5200.

Procedures

Given the wide variety of activities to be correlated, a planning committee should be formed. This planning committee will need to be composed of the teachers who will be directly involved during the designated month. The department chairmen of those areas may be invited to become a part of the committee functioning in advisory and supportive capacities. This committee will serve for the one month only. There should be at least two meetings of the committee. The first meeting should be at the beginning of the month prior to the project for the purpose of organizing the project and deciding what part each area will assume in the total project. See Exhibit B. A meeting should be held just prior to the month as a check to be sure all preparations and plans are ready.

The following is one example of how plans for this project might be implemented.

Suggested theme title for month -- "Contemporary Communications"

Departments and subjects included -- Art--commercial art photography
English--journalism
Industrial Arts--graphic arts

Committee -- should consist of teachers in subject areas plus the department chairmen.

Publicity -- Newspaper articles for school and local newspapers. Publicity should be the responsibility of the journalism and photography classes. The vocational counselor should work very closely with this area of publicity.

Exhibits. Each subject area could have a display of some of the things they do in class. These exhibits, if possible, should be in parts of the school which large groups of students use.

Bulletin board. This should be a general overview of the theme for the month, subject areas included, careers in these areas, names of specialized schooling, and other information pertinent to the total project.

Activities -- Outside speakers. Choose speakers who are employed in this broad area. They might work with:

1. students enrolled in the above mentioned classes classroom setting,

2. students who may be exploring careers but not necessarily enrolled in classes leading to that particular area,

3. small groups on a question and answer basis.

Any or all of these might be considered, depending on need and the time the individual had available for this purpose.

Suggestions for speakers. Printers, advertising or newspaper personnel, publishers.

Films. The way films could be used would be determined locally according to the school schedule, e.g., classroom for classes only; study hall periods for all students or a combination of both.

Suggested films: "City Room" (Copley Production)
"Big City Room" (Chicago Tribune)
"Golden Standard" (Modern Talking Picture Service)
"Retail Advertising" (Copley Production)

There are several free films available, but they should be ordered well in advance of the showing date.

Field trips. These would have to be decided by each school depending on the kinds of businesses, industries, and other places available to the local community, e.g., printing companies, newspapers, book publishers.

Based on a vocational survey which had been completed by the senior class, written invitations to take part in any or selected activities were distributed to those students who signified any interest in these areas. The invitations were distributed through the individual student's counselor.

An evaluation might follow the month's activities in the form of a brief questionnaire given to students in the four subject areas. The questionnaire could ask for their opinions regarding areas of success and needs for change. The evaluation should then result in modifications in the project the next time it is done.

One of the most successful high points of the projects in the Contemporary Communications Month was the correlation between field trips and the outside resource person. The Art IV class which studies Commercial Art visited an advertising house near the loop in Chicago. The class was permitted to visit illustrators and artists as well as the large areas where props are arranged to be photographed for clients. A question and answer period followed the observations. Later in the month a resource person who plans and prepares advertising for clients was invited to come to the school. During the time the Art IV class met, she went to the classroom, bringing materials she uses and explained to the students some of the ways Art can be used in advertising. This was the most practical and meaningful project in the entire month's activities.

Films also were useful but really need to be previewed if it is possible. Films dealing with the technical aspects should be relatively up-to-date. Films needs to be ordered well in advance of the date to be shown.

There are some factors which must be given serious consideration.

1. The program should be well planned and organized.

2. Faculty members and department chairmen in the specific areas should be involved in planning and implementation.

3. The project must be well publicized through community and school newspapers, bulletin boards throughout the school, announcements, etc.

4. Use the library and its resources.

Exhibit A

Contemporary Communications Project Outline

Career Month (October)

Theme - Contemporary Communications

Committee - Mrs. ____ (Art 4), Mr. ____ (Photography), Mr. ____ (Graphic Arts), Mr. ____ (Chairman Industrial Arts), Mr. ____ (Journalism), Mrs. Walker (Vocational Counselor), Chairman.

Publicity - A. News release sent to community newspapers.

B. Picture taken of committee and displays taken by members of Journalism class and Photography class.

C. Article written by journalism class and published in school newspaper.

D. Article in student announcements and faculty announcements.

E. Extra activities for the month, careers and occupations in fields, and subjects included posted in a prominent bulletin board in the school hall.

Activities -A. Films:

1. Craftsmanship and Automation

2. Big City Room

3. City Room

4. It used to be Called Printing

5. Communicating with the Public

(These were used for individual classes and students at large. The counselor ordered the films through the school library.)

B. Resource people

1. Advertising executive in school half day with classes and individual students.

C. Field Trips

1. Art 4

2. Photography

(Information sent to all faculty members by faculty bulletin and memos to departments and teachers directly interested.)

Exhibit B

Work Plans for "Contemporary Communication" Month

Date: All month of October

Place: Oak Lawn Community High School

Department and Subjects Involved

Art Department (Art IV and Photography)

Industrial Arts Department (Vocational Graphic Arts)

English Department (Journalism II)

(While I realized there are prerequisites for the above course, these are the teachers I would want to work with as the committee to plan the project.)

Some jobs that might be considered:

1. Art Dept. (Commercial Art and Photography)

   Illustrator

   Commercials (TV)

   Newspaper and Magazine advertising

   Billboard Ads

2. English Dept. (Journalism)

   Any kind of media requiring the printed word i.e. - magazine, newspaper, stories, etc.

3. Industrial Arts Dept. (Vocational Graphic Arts)

   Printing and Layout

Ways of communicating this information to students and community.

1. Posters in buildings

   Each dept. will decide the posters to be used and correlated.

2. Newspaper articles

   Community newspapers
   School paper

Exhibit C

OAK LAWN COMMUNITY HIGH SCHOOL
9400 Southwest Highway
Oak Lawn, Illinois 60453

NEWS RELEASE: September 25, 1972

October will be known as Contemporary Communications Month at Oak Lawn Community High School according to Mrs. Mildred Walker, Vocational Counselor there. Those serving on the committee with Mrs. Walker are Mrs. ____, Mr. ____, Mr. ____, Mr. ____ and Mr. ____. The purpose of the project is to inform students about careers that use printing, commercial art, photography, and journalism as a basic foundation for further training in these vocational areas. It is hoped that students will be helped to realize the importance of classroom learning for the world of work after graduation.

There will be movies shown depicting some of the kinds of jobs included in this broad area. These will be shown to specific classes as well as available to the entire student body at designated times. Mrs. Lee Waldrop, an advertising executive in the Chicago area, will spend a half day at the local high school working in the classroom with the classroom teacher and talking with individual students. She will be giving those students interested first hand information about the field of advertising. Some of the classes will be taking field trips which will broaden their knowledge in this area. The journalism class will do the reporting on the project for the local school newspaper.

In addition to the activities mentioned, each class will have individual exhibits pertaining to their particular subject matter. These will be displayed in prominent places in the school. Further information will be available in the vocational area of the high school library.

Exploring Careers in Education through Student Action for Education (Formerly Future Teachers of America)

Lenora W. Hylander

Description of School Setting

Lake Zurich High School is located approximately 45 minutes northwest of Chicago in a former rural resort town. Lake Zurich is in the process of a population explosion which is creating a great financial burden for the schools as well as the present taxpayers. Several of the local farms have been sold to developers. The kind of housing being constructed is moderately priced and therefore is attractive to young families in need of space. This community also provides a sense of country living desired by those former residents of the city.

Activity and Rationale

As part of the extra-curricular activities at Lake Zurich High School, the Student Action for Education (S.A.E.), formerly the Future Teachers of America, provides an excellent opportunity for students to explore educational career possibilities. Since the high school is part of a unit district students are able to have meaningful experiences at all levels, kindergarten through senior high. In light of recent statistics negating the need for teachers in many areas it is necessary to recognize this fact and help students to be aware of the need for fewer teachers. However the experience of belonging to S.A.E. can be justified for several reasons:

1. We still need teachers in certain areas and we will continue to have a need for excellent teachers to replace those who retire.

2. Our present students who are future taxpayers will be a better informed citizenry when it comes to supporting school referenda because of a comprehensive understanding of what's involved in operating a school.

3. All human beings gain a feeling of worth when they provide a service on a volunteer basis. As guidance people we can encourage students with problems to "give of their time and self" in order to gain this positive kind of feedback. Through the planned service activities of the group, students will achieve this.

Lenora W. Hylander is a counselor at Lake Zurich High School, Lake Zurich, Illinois 60047, 312/438-5515.

Implementation

If an S.A.E. is not presently organized in your school then through personal invitation the guidance counselor can actively recruit prospective members in order to get started. If there is an organization then the officers, president, secretary and treasurer have the responsibility for recruiting new members. In order to have a vital organization it is imperative that the leadership be dynamic or the program is a failure. Sometimes it is necessary for the sponsor to actively encourage certain students to assume the leadership. Because the program is school-time oriented a meeting time during the school day seems to be more successful than after school hours.

Involving students in various aspects of the school's activities provides insight into various careers in the school. It is the sponsor's responsibility to identify areas in which students can gain knowledge. For instance, library helpers assisting the librarian will certainly understand the role of the librarian. Providing a tag-along experience where a student is assigned a particular teacher for an entire day will provide insight into what a teacher actually does. Working in the attendance office enables a student to understand the need for well-kept records. Acting as a host or hostess to orient a new student necessitates knowing the building and people in it. Individual tutoring of the blind or a foreign student provides insight into what special qualities are necessary for working with a handicapped student. There is still room for a cadet teaching program in the regular school classes. We are especially fortunate in having the high school in close proximity to a junior high as well as an elementary K-6 building. Lake Zurich High is part of a unit district. We have a bus which shuttles the students back and forth. The students fill out an application for the cadet teaching program indicating their particular grade level interest. See Exhibit A. In addition each of the student's teachers are asked to give the student's grade average. See Exhibit B. Every effort is made to place students in the area which they have requested.

At the end of the school year at the Lake Zurich Awards Assembly, each student who has actually worked in the school in some capacity is awarded an S.A.E. pin. The S.A.E. president receives a gavel guard as his or her award.

During the year other activities providing information on careers in education are available. Every Halloween it has become traditional to have a party for the residents of a local home for retarded women. In addition to gaining a good feeling from doing something for someone, the students learn about a residential school for the retarded. At Christmas time the students collect inexpensive items which they wrap and then take to the state mental hospital. Here again they have provided a service but then they visit the school which is provided for patients at the hospital. Much knowledge is gained regarding special programs for people in a mental institution. In May, three students are selected to attend National College of Education's Outstanding Junior Day. The day is spent on National's campus observing classes and learning about National's Teacher Education program. In June, our local Teacher's Association selects two students and pays their tuition to partici-

pate in Northern Illinois University's week long program on their campus. At this time they learn about teacher education programs at various colleges and universities, financial aids, various aspects of careers in education and dormitory life in general. A simple entry in the Lake Zurich Homecoming Parade each year provides good fun and fellowship for the group.

The program at Lake Zurich is not large but it has been quietly successful. In the last four years eight former members have attended colleges in order to become teachers. The program is successful in that it does provide a service in educating students concerning careers in education as well as the functions of a school from day to day.

Exhibit A

APPLICATION FOR CADET TEACHING PROGRAM

NAME: _____ DATE: _____

CLASS: _____Sophomore _____Junior _____Senior

SAE MEMBER: _____Yes _____No

Please give a brief statement of your purpose in wishing to participate in the Cadet Teacher program.

_____

_____

_____

_____

_____

_____

At what grade level or in what subject area (or both) do you feel you would be most valuable? _____

_____

At what time will you be available? _____

Please give the names of two of your teachers as references:

1. _____

2. _____

Exhibit B

_____ would like to be considered for the
(Student's Name)
Cadet Teaching program at the grade school. Would you kindly give the student's grade average and your signature in your subject?

Hour	Grade	Subject	Signature
1			
2			
3			
4			
5			
6			
7			
8			

Thank you,

Carol Johnson
S.A.E. Sponsor

A Suggested Procedure for an All School Career Education Program

Frank E. Benda

Many suburban high school districts have placed major emphasis on programs for the collegebound student. Barrington High School, a large school in northwest suburban Chicago, is making a concerted effort to offer career education opportunities to all students. Up until this time our school has emphasized career preparation only through our vocational departments.

During the coming year we are going to attempt to follow the State of Illinois' philosophy that career education is for everyone. Each department will take part in our All School Career Education Program (ASCEP). This program will be coordinated by a counselor in the Guidance Department with a volunteer committee from each department. The career coordinator is only the resource person. We expect ASCEP to be each department's program with implementation as each department sees fit. It is hoped that ASCEP will become an on-going program at our school.

School Objectives

Through ASCEP we are expecting to better orient and prepare the students for their respective future careers. Following are our school objectives:

1. Provide occupational programs geared to the performance requirements of employment.

2. Provide transfer courses of study and/or credit courses for a diploma.

3. Provide basic and general educational services that are geared to the needs of the students at various levels of educational attainment.

Through ASCEP we do not only want to provide these objectives but also include the how and why of achieving these goals. We expect ASCEP to be the exploring vehicle to fulfill these educational objectives in our school. ASCEP will be the means to an end. We are aware that various kinds of education will be needed to make ASCEP a success.

Frank E. Benda is a career coordinator at Barrington High School, 616 West Main Street, Barrington, Illinois 60010, 312/381-1400.

Faculty and community education will be our priority goal throughout the process of this program. In this paper there are a few specific goals that will naturally be increased as well as changed at the time each department begins examining its approach to ASCEP. Following is the first attempt to actualize ASCEP as the career coordinator visualizes it. This is not meant to be final, but only a suggested guideline for the implementation of ASCEP.

Objectives of ASCEP

Upon completion of a department's Career Orientation the students will recognize the relationship of these courses to careers. At the end of the two weeks the students will evaluate the information they have received by means of a questionnaire. At the end of the orientation period the students will know the qualifications of various careers related to their particular subject matter.

Suggestions by Career Coordinator

1. Promote the concept with the faculty. Begin with all-faculty meeting at the beginning of the school year and orient them with a career education film and/or slides from the Division of Vocational and Technical Education in Springfield.

2. Hold committee meetings with the Business Department.Committee to kick off the program. (Each department should have a planning week prior to its two week ASCEP.)

3. Utilize the Chamber of Commerce, Rotary, Lions, and Kiwanis people as speakers relating careers to subject matter. (Supply a list of volunteer speakers to departments.) See Exhibits A, B and C for samples of such information.

4. Utilize technical and professional school representatives as speakers.

5. Make tapes and films available. (Supply a list of films to each department.)

6. Distribute ASCEP Request Form to departments. See Exhibit D.

7. Each department's planning committee should meet with the career coordinator before and during each planning period.

8. Promotion

   a. News article in local newspaper: feature of the entire program.
   News article during planning week listing agenda for each two-week ASCEP.
   News article in school paper: feature on program.
   News article indicating list of departments involved and when their orientation period is scheduled.

b. Bulletin board
Guidance Career board
Guidance Resource Center board
Specific department board
Specific classroom board
Class board located in the cafeteria

c. Signs
In various halls throughout school
Main sign in center of town
Signs in various stores

9. Suggestions for Departmental Utilization

a. Utilize SRA Job Series Books

b. List of jobs and careers related to each department

c. Project suggestions to each department

d. Possible programs to involve students (science fair, play, etc.)

e. Tag A-long Day for selected students

f. Field trips to local industry (one hour long)

g. Use Boy Scout Interest Survey

Evaluation

Short critiques can be devised by respective teachers concerning the programs they offered in their respective classes. These should be concise and relative to the program of that particular class. In addition departments can complete an evaluative form. See Exhibit E.

Summation

This program is not to be the Guidance Department's program. ASCEP is exactly what the letters indicate. ASCEP is to be implemented throughout the entire school. In an effort to make it meaningful to every teacher, the department system has been used. Each department can work independent of all the other departments. The team approach can be utilized intradepartmentally as well as interdepartmentally. For example, a speech teacher can help the sales class with their sales presentations. The career coordinator is the primary resource person. He secures any and all the information the individual department desires. If he does not have the information himself, he must know how and where to get it. Each department committee is responsible for the particular approach to ASCEP that it takes. Because the department is responsible to itself, it will help ASCEP become an on-going program. As it develops, it is expected that new and different ideas will be instituted by every participant. Combining the student evaluation and teacher reaction we hope to implement a meaningful, worthwhile program.

Exhibit A

Schedule (ASCEP)

Barrington's All School Career Education Program

October 23 - November 3	TECHNOLOGY
November 6 - November 10	Planning Week
November 13 - November 22	FOREIGN LANGUAGE
November 27 - December 1	Planning Week
December 4 - December 15	HOME ECONOMICS
December 18 - December 22	Planning Week
January 8 - January 19	ART
January 22 - January 26	Planning Week
January 29 - February 9	PHYSICAL EDUCATION
February 12 - February 16	Planning Week
February 19 - March 2	PERFORMING ARTS
March 5 - March 9	Planning Week
March 12 - March 23	MATH
April 2 - April 6	Planning Week
April 9 - April 20	SCIENCE
April 23 - April 27	Planning Week
April 30 - May 18	SOCIAL STUDIES
May 21 - May 25	Planning Week
May 28 - June 8	ENGLISH

Speakers who participated in Foreign Language Weeks were:

Mrs. ____, Barrington High School; Mr. ____, American Can Company; Mrs. ____, TWA; Mr. ____, Illinois Bell; Mr. ____ Spanish speaking countries; Mr. ____, German and Latin; Illinois Imigrant Council; Continental Bank Employee.

Speakers who participated in Home Economics Week were:

Mr. ____, Chef from Barn of Barrington; Mrs. ____, Fashion Designer; Miss ____, Beautician from American Beauty Culture School; Mr. ____, Food Service from Harper College; Miss ____, Fashion Designer; Mr. ____, Child Development from Harper College; Miss ____, Fabric World Fashion.

Exhibit B

Speakers for Barrington High School's
All School Career Education Program (ASCEP)

Business Weeks October 2 - October 13

Mrs. ____, Stephens Construction; Mr. ____, Attorney; Mr. ____, Moser Business School; Mr. ____, C.P.A.; Mrs. ____, Nelson Realty (Secretary); Ms. ____, Harper College; Mr. ____, Stenographer; Panel from Kemper Insurance; Mr. ____, F.B.I.; Ms. ____, Overholser, Flannery, Dunlap and Graham; Mr. ____ Illinois Society of Certified Public Accountants; Mr. ____, Phillip's Mens Wear; Panel from Harper College; Panel of Graduates from Barrington High School; Ms. ____, Northwest Community Hospital (Medical Transcriptionist).

The above people are employed in the following fields: Secretary, Attorney, Business, Accounting, Steno-typing, Law, Insurance, Legal Secretary Court Reporting, Retail Sales and Accounting, Business Administration, Medical Transcription.

Technology Weeks October 23 - November 3

Mr. ____, American Can Co.; Mr. ____, Residential Construction Employment Council; Ms. ____, Illinois Bell; Mr. ____, U. S. Bureau of Apprentice and Training; Mr. ____, Bender Rieger Pontiac; Mr. ____, AC Spark Plug Division; Dr. ____, Harper College; Mr. ____, Architect; Mr. ____, Village of Barrington; Mr. ____, American Can Co.; Mr. ____ and Mr. ____, American Airlines; Mr. ____, Riggs TV; Mr. ____ and Mr. ____, Union Special; Mr. ____, Eutectic Castolin Institute; Mr. ____, Chicago Aerial; Mr. ____, Forest Press; Mr. ____, Bender Rieger Pontiac.

The above people are employed in ghe following fields: Quality Control (electronic), Welding, Airline Mechanic, Machine Tool Processing, Wood Technology, U.S. Dept. of Labor - Wage and Hour Division, Offset Printing, TV and Electrical, Job Placement and Interviewing, Building Construction, Architectural Drawing, General Career Opportunities, Auto Product Sales, General Motor Career School, Apprentice Program, Drafting, Woods, Electronics and Offset Printing.

Exhibit C

WANTED !!

PARENTS, FRIENDS, INTERESTED PEOPLE of The COMMUNITY

We are looking for people who would like to join us in our Career Education effort. Speakers, slide and film presentations, demonstrations are needed in this program. If you know of someone or would like to participate yourself, please fill out the form below and mail it to the school.

Name _____

Address _____

Phone _____

Job and/or Career Presentation: _____

Mail to: Frank E. Benda
616 W. Main Street
Barrington High School
Barrington, Illinois 60010

or call: 381-1400 Ext. 211

Exhibit D

ASCEP Request Form

Career Coordinator:

Please make the following checked item(s) available for _____
Class or Student's Name

____Field Trip_____

____Guest Speaker_____

Topic_____

____Film_____

____Tape_____

____Tag Along_____Industry

Course_____ _____

Class Period_____

Date_____

Alternate Date_____

Room_____ _____

Requested by_____

Exhibit E

Departmental Evaluation Instrument

1. Since the beginning of this department program have you discussed a future career with any of the following?
   Teacher Parent Friends Counselor Other

2. Has the time spent on this program been meaningful and purposeful?
   Yes No

3. Which sources of information did you value most?
   Field Trips Films & Tapes Projects Surveys
   Tag-Along Day None of These All of These

4. Has the program influenced you in choosing a future career?
   Yes No

5. Will any of the courses offered in this department help you in your career? Yes No

6. Has this program helped you think about your abilities, job interests, attitudes? Yes No

7. Do you see a genuine relationship between these courses and your future career? Yes No

8. Were the materials presented by the department interesting and worthwhile? Yes No

9. Did you feel that the Dictionary of Occupational Titles and the Occupational Outlook Handbook were valuable tools of career information?
   Yes No

10. Do you think more courses should be made available for career training?
    Yes No

11. Has this program given you information about other careers? Yes No

12. Were the films and tapes realistic about careers? Yes No

13. Were the guest speakers: Boring Informative Realistic

14. Overall, was the time spent worthwhile? Yes No

15. Would you like to see this program develope into an on-going thing?
    Yes No

16. Do you have any suggestions for this department program? Yes No

    If so, What? (over)

Preparing Students For Career Placement

Selection and Placement

of Cooperative Education Students

Chuck Gilmore

Introduction

The degree of success that can be achieved in any cooperative education program is primarily dependent upon (1) the methods and techniques used to select students for the program and (2) the ability of the program coordinator to make job placements which will provide students with experiences that meet their individual needs.

It is readily apparent that a comprehensive plan for selection and placement cannot be outlined within the confines of this brief article. Also, it should be noted that no one plan will be suitable for all high schools in all localities. In the development of a cooperative program, including a plan for selecting and placing students, input and cooperation must, of course, be obtained from as wide a variety of sources as is possible.

The purpose of this article will not be to set forth such a comprehensive plan but, instead, to concentrate on the philosophies and practices which this author feels have led to successful selection and placement in a particular setting.

Student Selection

The key to successful selection for this coordinator continues to be flexibility. The cooperative program must serve the student and "his needs" as its primary purpose for existence. While grade point averages, attendance and disciplinary records, teacher recommendations and other commonly used criteria may serve as valuable indicators in the selection process, the program that is too restrictive soon ceases to benefit the many students who need the positive and practical experiences that cooperative education can offer.

No substitute can be found for the coordinator's intuitive abilities to evaluate student potential in a personal interview situation. The foundation for a successful cooperative program--not measured in terms of quantity alone--is the degree of rapport that is established individually between coordinator, student and employer.

Chuck Gilmore is a vocational program coordinator at West Aurora Senior High School, 1201 West New York Street, Aurora, Illinois 60507, 312/892-8841.

Unfortunately, our state's current reimbursement policy for vocational programs is based on a per student basis. All too frequently, school administrators view this per student reimbursement as a legitimate reason for "loading" vocational classes beyond reasonable capacities. Coordinators should stand ready to demand quality rather than quantity vocational programs.

The selection process should be the responsibility of the program coordinator with options open for selecting or rejecting applicants. A realistic application form followed by a scheduled interview with the program coordinator works well in most school situations. Student application forms can be made available by counselors or from program coordinators. When completed application forms are returned by students, program coordinators can schedule the individual interviews with each student.

The structured interview format is time-saving when large numbers of students must be interviewed. The illustrated interview format sheet, Exhibit A, readily adapted to each individual school program, insures the collection of all necessary information and gives structure to the interview. Whenever possible, it is suggested that simple checklists be included on the interview sheet. This allows the coordinator to concentrate on the interviewee by relieving the need for writing during the interview.

Finally, this coordinator feels that it is most important to look for future potential rather than past failures. The successful cooperative experience depends far more on student interest in his area of training than on past academic failures. Be positive in the screening process. Cooperative education with its emphasis on realistic and practical applications on the job, differs greatly from the traditional classroom content from which many of today's students have become alienated. Give that borderline student a chance to prove himself in your cooperative program. Student interest is the key to success.

Placement

While experience is perhaps the most valuable asset for the cooperative coordinator to possess, most of us have had to begin as novices and acquire experience through trial and error methods. The following guidelines have served well in the placement process and may be of value, especially to new coordinators facing the placement process for the first time:

1. Be honest and open with students and employers.

2. Seek training stations with personnel who can and will "work with kids."

3. Give employers and students a role in the placement process.

4. DO NOT insist on formally written and detailed training plans to be followed by employers.

5. DO NOT expect total success in placement. Remain flexible in "placing" and "replacing" student-learners.

6. DO NOT get discouraged.

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Honesty is probably the coordinator attribute most appreciated by employers working with cooperative education programs. As most student-learners are somewhat less-than-perfect beginning employees, it is especially important that the coordinator develop an open working relationship with employers. It is just as important for the training sponsor to have an understanding of a potential trainee's weaknesses and his strengths. Making this "negative" information available to the employer requires a great deal of tact on the part of the coordinator. This coordinator has frequently used the following approach adapted to the particular situation. "Mr. Jones, I want you to know that even with all of Bill's excellent preparation for this job, his school attendance record leaves something to be desired. I know that you have strong feelings about employee absenteeism and believe this is an area where you might be able to work very effectively with Bill."

Your frankness about such weaknesses will be appreciated and will frequently lead to an improved training situation for the student. The cooperative employer can begin immediately to work with the student-learner in the areas of his greatest need. Future benefits can be reaped by your improved relationships with employers as they will be much more willing to rely on your future references for both cooperative students and program graduates seeking full-time employment.

The best training stations will prove less than satisfactory unless the personnel are willing and capable of "working with kids." Seek out training sponsors who have an understanding of adolescents and express a willingness to work with them. Even a small training station has much to offer if staffed with personnel willing to devote their efforts to working with student-learners.

Employers and students both have a role to play in the placement process. This coordinator feels that the best placements are usually made when both employers and students have more than a single choice. Therefore, it is recommended that two or more students be scheduled for interviews with each employer and that students be scheduled for multiple interviews before placement. This procedure not only gives the employer a chance to screen applicants but gives cooperative students an opportunity to survey the opportunities available in their fields of interest.

Contrary to the ideal expressed in the college classroom, this coordinator has not found success with written training plans. Many employers do not wish to be involved with the nuisance of a formalized, written training plan. In even the best training stations, the immediate demands of an employer's business will somewhat govern the day-to-day experiences given the student-learner. Instead of insisting on a written plan, to which many employers object, this coordinator feels that it is far better to capitalize on the informal experiences to which the student is exposed. An oral understanding between the employer and coordinator about the purposes and procedures of cooperative education frequently better serves the student and the program than insistence on detailed training plans.

It should be added that a general written memorandum of training which outlines the operation of the program is desirable. All parties involved are asked to sign this memorandum with copies then distributed to the student-learner, the employer, the school coordinator and the parents. It is especially vital that parents see their role in the cooperative education program. Their signatures on this training agreement expose them to parental responsibilities to the program. The format used for this training agreement is presented in Exhibit B.

The program coordinator must realize that all placements will not result in satisfactory training positions. When the best efforts of the coordinator have been utilized to bring about adjustments which may be required to improve the training situation, failure to arrive at a satisfactory level of performance by either the training sponsor or student-learner should result in replacement. Also, flexibility within individual cooperative programs must be maintained so that changes in student interest can be accommodated by changes in job placement, regardless of the student's cooperative program. Whenever replacement best serves the vocational interests of the student-learner, it should be done expediently.

A great deal of employer, student and coordinator satisfaction is achieved through successful selection and placement of the cooperative student. An attitude of discouragement has no place in the hectic schedule of a cooperative coordinator. If at first you do not succeed, learn from the mistake and TRY, TRY AGAIN!

Exhibit A

Personal Interview Format

STUDENT APPLICANT _____ _____ DATE _____

INTERVIEWED BY _____

1. General First Impression: Very Good ___ Average ___ Poor ___

Grooming	___	___	___
Poise	___	___	___
Appearance	___	___	___
Punctuality	___	___	___

Comments:

2. Career Plans: Marriage ___ Technical Training ___ College ___
Junior College ___ Armed Services ___ Other ___

3. Why did you apply for this program?

4. What kind of training would you be particularly interested in? Why? (courses, interest, experience, ability)

5. Specific employment preferences:

6. Earnings expectations: $1.25/hr. ___ $1.50/hr. ___ $1.75/hr. ___
$2.00/hr. ___

7. Driver's license: Yes ___ No ___
Access to car: Yes ___ No ___

8. Are you willing to work at any location within the city limits:

Yes ___ No ___ Reason:

9. Are there any limitations on your working hours?

Parents ____ School Activities ____
Religion ____ Marriage or family ____
Weekends ____ Other limitations _____

10. Parents:

Do you live with your parents? Yes ___ No ___
Parents separated ___ Step-parents ___ Other ___.

Parental problems? Explain:

Financial Obligations: Family ___ Recreation ___
Car ___ School ___
Clothes ___ Other ___

Parental Interest in Program: Very interested ____
Average ____
Know little about it ____

11. Attitudes:

	Good	Average	Poor
School	___	___	___
Employer	___	___	___
Family	___	___	___
Work	___	___	___

12. How do you react to criticism:

by parents:

by teachers:

by employers:

Exhibit B

Cooperative Vocational Education Program

--Training Memorandum--

West Senior High School
Aurora, Illinois

Student-Learner _____ Job Supervisor _____

Training Station _____ Training Period _____

The Cooperative Vocational Education Programs are designed to increase the vocational competency of the beginning worker and are sponsored by West Senior High School in cooperation with the businesses in Aurora.

ALL PARTIES TO THIS MEMORANDUM AGREE TO THE FOLLOWING:

Student-Learner

1. The student-learner must remain at his assigned training station for the duration of the school year unless permission to do otherwise is secured from the coordinator and the employer.

2. The student-learner must attend one weekly conference session with his coordinator at West High at an appointed time to be determined mutually by the coordinator and student. The student is also responsible for attending group meetings scheduled by his coordinator.

3. The student-learner may not go to work in the afternoon or evening if he has not attended his morning classes at West High.

4. The student-learner is responsible for maintaining passing grades in other school classes as well as in the Cooperative Vocational Program.

5. The student will adhere to all rules and regulations of his assigned training station.

6. The student-learner will maintain an attitude of cooperation with both his employer and school coordinator.

7. Students will be responsible for appropriate dress and grooming required by the training sponsor.

8. One credit will be granted for the successful completion of the on-the-job portion of the cooperative program.

Employer

1. Approved training stations agree to provide a minimum of 15 hours per week of on-the-job training between _____ and _____ unless dismissal of the student-learner is recommended.

Employer (cont.)

2. A beginning wage of $_____ per hour will be paid to the student-learner.

3. As wide a variety of on-the-job experiences as is practical will be provided for the student by the training sponsor.

4. One written evaluation form, provided by the coordinator, will be completed by the employer at the conclusion of each school quarter. The coordinator will assume responsibility for the periodic contacts with the training sponsor and will be available for any additional conferences that may be necessary.

5. The employer agrees to abide by all state and national regulations regarding the employment of student-learners.

Parent

1. The parent or guardian shall be responsible for the conduct of the student-learner while in training in cooperation with the school.

2. The parent or guardian shall be responsible for the immediate notification of both the school coordinator and the student's employer in the event of the student's absence from school.

3. The parent or guardian shall encourage the student-learner to meet all of his obligations to the program.

General

1. All complaints shall be made to, and adjusted by the school coordinator in cooperation with the employer, the student-learner, and the parents.

2. Upon reasonable notification, the student-learner will be excused from his normal work schedule to attend area and state conferences and conventions deemed necessary by the school coordinator. Also, students should be encouraged, by all involved, to attend and participate in extra-curricular school activities whenever possible.

Signatures

WE HAVE READ THE ABOVE MEMORANDUM AND AGREE TO PARTICIPATE IN THE WEST HIGH COOPERATIVE EDUCATION PROGRAM BY IMPLEMENTATION OF THE ABOVE OUTLINED CONDITIONS TO THE BEST OF OUR ABILITY:

_____	_____
Student-Learner	Employer
_____	_____
Parent or Guardian	Coordinator

Using Career Groups for Realism in Post-high School Planning

Fred M. Fechtmann

Although we have done much group counseling, the nature of the career education groups centers around a voluntary short-term guidance approach. In order to help high school seniors work toward finalizing plans about their post high school years, we (Barbara Garber and I, co-counselors) decided to meet with them in groups of from 10 to 15 students. Each group would be composed of members with similar concerns. We plan and provide experiences for the students allowing for implementation of their concerns.

At Lyons Township High School there are sixteen class counselors for approximately 4,800 students. Four of these people work with each of the four grade levels and follow their class from the freshman year through senior graduation. Therefore, any counselor works with only one grade level at a time.

Procedures

In order to identify students interested in a particular topic, an informational card (Exhibit A) was developed. In addition to its being used by us, this card provided information which was used by our college consultant and vocational consultant. Each senior student was given a copy of this card at meetings during the third week of the school year. All seniors attended these meetings at which they were given information concerning job and college applications. The students filled out the cards during the hour sessions and turned them in as they left.

Needless to say, these meetings served our purpose well. We would imagine that in other settings cards could be filled out in homerooms, classes or study halls.

Simultaneous with our group work we are trying to establish a list of community and school people who would be willing to share ideas, knowledge and time with students. We have enlisted the help of students and faculty. See Exhibits B and C.

Both the number of meetings and the nature of each meeting were considered important. The meetings were scheduled before or after school, or during a period of the day which was convenient for all, depending on when the students had free time. The number of meetings was determined to some degree by the members of each group. We did, however, as counselors make sure that the groups did not become personal growth groups. Although we are in favor of such groups we have not formed these specific ones for that reason. Our first groups have focused on either teacher education or job applications.

Fred M. Fechtmann is a counselor at Lyons Township High School, 100 S. Brainard, LaGrange, Illinois 60525, 312/354-4220.

In those groups which dealt with the topic of applying for a job, we used some structured experiences which we felt would be beneficial to the students involved. Our objectives were as follows:

1. To have students fill out three different types of job application forms and allow them to ask any questions pertinent to the experience. See Exhibit D for one sample job application form.

2. To have students role-play employers and employees in everyday situations which could be described as problematic in nature. These situations included application and advancement interviews.

3. To allow students to participate in an interview as the applicant.

If there were someone in your school who conducts interviews, or if an employer from your community would be willing, it would be a highly desirable experience to have these people meet with your groups and conduct interviews. If two people were able to come, it may be interesting to use one during the first session and the other during the last session. This would allow for many relevant, and perhaps frantic student questions during the intermittant sessions.

It has been our experience that our students are frequently uneasy about the interview portion of any application process. If any particular group were to be concerned about areas which were not a part of our structure, our flexibility would allow us to incorporate those concerns which we find to be consistent with the purpose of the group.

For those groups which dealt with the topic of teacher education, we had the following goals:

1. To give the students an opportunity to write lesson plans for a unit.

2. To have the students role-play classroom situations.

3. To allow students to solve problems which teachers have faced. See Exhibit E.

Again, when students offered pertinent contributions they were incorporated into their group's work.

Discussion

Mandatory large group programs are barely adequate even when facilities are readily available, schedules are flexible and presenters are excellent. Large group guidance programs may serve to give information adequately, but prohibit student involvement. In schools today there exists a definite need to supplement such programs in the guidance curriculum. Flexibility is the key to any good guidance program. Students must be consulted, and should be allowed to help implement guidance programs.

In spite of the fact that current counselor-student ratios are too high, we believe that small groups are more meaningful to the students when involvement is necessary for learning. We realize that some students who choose to become involved in teacher education groups for example, will later decide against teaching as a profession. This does not cause us to think less of the value of our career education groups. Many generalizations can transfer to future situations in which our students will find themselves. To be aware of the two sides of a classroom situation (student and teacher) is to be aware of many employee-employer relationships.

As we gain more experience through the use of our ideas in future years we know that we will be adding more topics as possible focal points for career education groups. We hope other counselors at our school, counselors at other schools, other staff at all schools, and community people, whether they be intensely active in a job, or retired, will also lead career groups.

The approach described above lends itself to modification to the style of the group leader and the limitations of the given situation. We would not be hurt should anyone refurbish our work. To the contrary, we would be honored. We would encourage others to offer similar career groups using any of the ideas presented herein. At the same time we would encourage you to develop further materials, and should you wish to share them with us, we would appreciate receiving them.

Exhibit A

Future Plans

Name_____ Percentile Rank_____

1. I would like career information about the following careers:
   1. a._____
   b._____
2. I would like to talk with the college representatives from:
   2. a._____
   b._____
3. At present I plan to major in_____ (major) at_____ (school)
4. I am interested in a 2 yr. college program_____ at_____ (school)
5. I am interested in a trade school or vocational school_____.
6. I need financial assistance in order to attend college_____.
7. I am interested in full-time employment_____.
8. I would be interested in group discussions concerning: applying for a job_____ pre-med._____ pre-law_____ teacher education_____ fraternities_____ sororities_____ apprentice programs_____ small co-ed colleges compared to large universities_____ financial aids_____ technical training_____ other (career areas)_____

Exhibit B

To All Work Program Students

Some students have shown an interest in learning more about a variety of occupations. The way in which we hope to make this possible is by either visiting people on the job, or by having people come to the school and discuss their jobs with students.

What we want to do is ask you for some help in locating people in our community who would talk with a group of students about themselves and their jobs.

If you think your employer, or a co-worker could do this would you please let us know.

Also, if you could recommend a friend or a relative, this too, would be helpful.

Thank you,

Mr. Fechtmann

Miss Garber

Exhibit C

To All Faculty

We feel that there is a real need to help those students who have indicated that they are having difficulties recognizing job possibilities. Along with individual conferences we would like to meet groups of students with the expressed purpose of giving them contact with a variety of workers.

If you are willing and feel competent to speak about a particular occupation as a result of a personal experience, or know of someone who could represent a job or occupational group we would appreciate having this information.

Thank you,

Fred Fechtmann

Barbara Garber

Exhibit D

APPLICATION FOR EMPLOYMENT

Date _____

Name (Last Name First) _____ Age ____ Born: Mo. ____ Day ____ Year ____

Address _____ Telephone _____ Soc. Sec. No. _____

How long have you lived at this address? _____ Citizen? _____

Male _____ Female _____ Weight _____ Height _____ Any serious illness? _____

Single _____ Married _____ Other _____ No. Children _____ Ages _____

Other Dependents _____ Explain _____

What kind of work are you applying for? _____

What special qualifications do you have? _____

What office machines can you operate? _____

Who referred you to us? _____

Do you have any relatives working for this Company? _____

MILITARY SERVICE RECORD

Have you served in the Armed Forces? _____ From _____ To _____

Branch of Service _____ Duties _____

Rank or rating at time of enlistment _____ Rating at time of discharge _____

Type of discharge _____ Any disability? _____

EDUCATION

SCHOOL	DATE FROM	DATE TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

EXPERIENCE (ENTER LAST JOB FIRST)

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING

REFERENCES (NOT RELATIVES)

NAME	ADDRESS	OCCUPATION

Exhibit E

The Case of the Substitute Teacher

Never a dull moment. That's the way it's been ever since I first walked into the high school to face a new class as their substitute teacher. Although my students usually appear fairly orderly at first, I can sense the tension underneath the calm exterior, and I always anticipate the first crisis with anxiety.

The most serious problem I've encountered occurred the second day I was substituting for the tenth grade English teacher. Even now, many months later, I'm in a quandary as to how I should have handled the situation. Although I still substitute at the high school, I have made up my mind that I will never face that particular class again. Here's what happened.

In my last period class, a boy called Joe asked me if he could smoke in class. I gave the standard reply and continued my lecture on idiomatic expression.

About 15 minutes later, the boy interrupted again, "What will you do if I light up anyhow?" he asked. His sly grin and insolent manner made me shudder, but I decided to ignore his question. After giving him a reproachful glance, I continued my lecture.

Within a few minutes I was interrupted again, this time with giggles and a few exclamations of surprise. The students seated close to my desk took one look and then watched expectantly to see what I'd do. But I decided to ignore the fact that Joe was smoking openly and defiantly and that he had a rather large cheering section egging him on.

I continued my lecture, though by this time it was difficult to go on. Fortunately, the bell rang within a few minutes and the class filed out. Some students wore expressions of disbelief and disgust; others were frankly amused.

I tried not to catch Joe's eye as he walked past me, but I sensed his utter contempt. I sat down, overcome by my failure to cope with him.

Then I saw the half-smoked cigarette snubbed out on Joe's desk. I picked up the damaging evidence, put it on a piece of paper, and headed for the office. When I got there, the secretary said that the principal was out of the building, so I told her what happened and left without knowing what, if anything, would be done.

I have faced other trying experiences since then but nothing comparable to that incident. Every time I think of that boy I burn with humiliation.

Consultant: Superintendent

While the substitute teacher was afraid of what might happen, I believe she used good judgment in ignoring the student who insolently persisted in smoking. After all, she was new and there is usually a bully ready to try the wits of a substitute teacher. Attempting to throw Joe out would have precipitated chaos. The decision to continue class instruction avoided a confrontation and at the same time permitted the class to continue.

The teacher was also right in gathering up the cigarette butt and carrying it to the office as evidence. From that point on, the smoking incident became a problem for the administration.

However, I do not think the teacher should have lost faith in the entire class because of one boy. Actually the antics of students like Joe seldom hold the attention of other students very long. In time, such antics become disgusting.

If a school system is to be effective, teachers cannot lose faith in a single child, cannot become disgusted with even one, cannot give up on anybody--and this applies to the substitute as well as the regular teacher. So, you might say we expect teachers to be saints. Not really. We just expect them to be super people.

Consultant: English Teacher

Unfortunately, children sensing fear in an individual all too often gang up on him. Humiliating an authority figure adds to their glory; it's a time-worn student game. Familiar gimmicks include toads, spitballs, cigarettes--the list is endless. The students ganged up behind Joe perhaps because the substitute separated herself from them with a sound screen of teacherly lecture words.

Here are some suggested survival tactics: When ganging-up starts, stay with the gang. Unaccusing comments, such as "Well, class, what should we say to Joe?" could help draw students and teacher together.

Limit rebellion to one rebel. Cut away from Joe the support of his would-be followers. Ask them "Should Joe have privileges the rest of us don't have?" If an argument explodes, rejoice! Teenagers aren't dummies. Close the door and let them roar. The teacher's role is moderator, not opponent.

If accusations come at you, don't duck. Lob them back as questions: "Yes, and what else bugs you?" or "Do all of you girls agree with Joe?" As soon as feasible, try constructive action. "Here's paper. Write your gripes to your council president." Offer class time for committees; join one. Stay clear of your safe, authoritative desk. Participate! Bring Joe in. Hopefully, you're a partner now, not a victim.

Consultant: Senior Student

When a substitute encounters open defiance, he should be tough--and show it. Yet he must keep his respect for the class.

Some students have ways of antagonizing substitutes--just for the mere pleasure of antagonizing. A full-time teacher wouldn't be in such a predicament because he would have established classroom rules for classroom behavior and explained school policies to his students. (These policies should include respect for substitute teachers.)

Joe was stupid, rude and ignorant; I say this only because of what was said in the incident. (Did the substitute teacher provoke him?) A student certainly knows or should know school rules, which usually include no smoking on campus.

(Taken from Today's Education, The Journal of the National Education Association. Vol 60 No. 9, December 1971, pp. 46-47.)

High School Placement Services

Dan Heintz and Charles Webb

It is relatively comforting and reassuring feeling for an educator to attend his high school graduation exercises and witness the bright wide-eyed youth parade across the stage with their diplomas clutched in their fist and determination clearly visible on their faces. It is far more comforting than reflecting, for example, upon the disappointing heartbreak that await so many of these youth when they realize that they have neither the skills nor training to compete in today's labor market.

About half of these young adults, the terminal students, are faced with two dilemmas. On the one hand their public school has not adequately prepared but a few of them for immediate employment, and too, the school has left them to wallow about between public and private employment agencies and their own devices to launch their careers in the world of work. The first dilemma will not be covered in this paper. The second problem, trying to find square holes for square pegs is the purpose of this article.

If accountability is to be the watchword of education in the 70's, it should apply as freely downward as it is expected to apply upward and placement services by secondary schools have been resisted by far too many administrators too long. Continued denial of these services by the high schools can only be interpreted as a reluctance on the part of some administrators to become accountable for their own "finished product" on the open market.

Description of the Setting

Proviso Township District 209 has accepted this challenge. It now employs two vocational coordinators, one for each of its two high schools, who in addition to other duties, devote a good portion of their efforts assisting graduating students who intend immediate entry into the job market.

Proviso District 209 is located 13 miles west of the Chicago Loop. Serving 11 communities and accepting students from 33 feeder schools, Proviso is an ethnic melting pot of approximately 8600 students. A comprehensive high school with both vocational and academic curricula, Proviso is surrounded by industry and is in close proximity to the Chicago business district which provides students with many opportunities for work in any type of situation.

Dan Heintz is a vocational coordinator at Proviso East High School, 807 South First Avenue, Maywood, Illinois 60153, 312/344-7000 and Charles Webb is a vocational coordinator at Proviso West High School, Wolf Road and Harrison Street, Hillside, Illinois 60162, 312/449-6400.

Placement Center Organization

The first step in organizing and initiating a Placement Service is the obtaining of administrative approval for the center to be the clearing house for all requests for student employment. The purpose of the clearing house is to provide the center with a complete file of all potential and actual employers of both current students and graduates. The clearing house concept covers all cooperative work-study class placements; the work-study instructors are still responsible for assisting and supervising their assigned students work-study placement, but most notify the placement center of job openings and possible job vacancies. The reverse is also true. The placement center must notify the work-study coordinators of openings that are received and applicable for enrolled students.

Once approval for the operation of a center has been obtained the placement director should be in communication with the total school staff and have them assist the center by passing on all job leads. A local survey can be undertaken to determine the needs of local industry. This survey can be accomplished through use of a questionnaire but the director needs to make personal contact and interview representatives of industry. A copy of a questionnaire used by one school is included. See Job Survey Form, Exhibit A.

Good public relations between school and community cannot be overemphasized. The director and the placement center must be cognizant of public relations and be willing to provide the image necessary.

Forms

Phone Call Slip (Exhibit B) is used to record job vacancy calls. All pertinent information is recorded and includes: (1) name of the company calling, (2) phone numbers, (3) person to contact, (4) type of vacancy, (5) hours the student should be able to work, salary the company is willing to pay, and (6) qualifications or skills necessary for one to fill the position. This form can be placed in a pad of multiple copies in order that information can be forwarded to the work-study coordinators. The coordinators should have a supply of these forms so they can exchange job information with the placement center.

Permanent Job Card (Exhibit C) is a duplicate of the phone call slip and is used as the permanent file card for a company. This card lists calls and provides the center with up-to-date data on the company's current needs.

Opening Card (Exhibit D) is used to place job vacancies on bulletin boards for students. Information is listed in general terms and student introduction cards are needed before one can apply for work.

Referral Card (Exhibit E) lists the names of students referred to the company and is kept and filed with the permanent job card. (Important -- Type the name of the company on each card.)

Introduction Card (Exhibit F) is stamped and sent with each student referred from the center. Employers must expect this card especially if you screen and recommend candidates for jobs. A Personal Reference Card can also be used to introduce a student. See Exhibit G. This card is designed to be folded in three parts and carried in a student's billfold.

Student Information Card (Exhibit H) developed through trial and error to serve our needs. The attached sample is our latest creation and like any other forms may need revision to fit a particular situation. This card assists us in our follow-up of job placement and is kept on file for approximately three years. A series of double spaced lines on the back of the card provides a convenient place to record the outcome of interviews.

Placement Center Operation

The placement center is open for business throughout the school day. Students requesting work are asked to complete the information card which is checked and filed. Be sure to inform students that the information card is not an application for a job. Student cards are collected after completion and an interview is conducted. The interview consists of the following: (1) checking the hours the student is available for work, (2) type of work the student desires, (3) skills the student possesses, (4) the reason for desiring either part or full time work and (5) a check of the student's attendance record. If a job is available at the time of the interview an introduction card is given to the student. If the student indicates at the time of the interview that he or she has done little exploring of careers, encouragement and counseling are provided. Student cards can be coded with colored tabs to indicate such items as year in school, type of work desired and any other classification that will facilitate filing.

The placement center provides a place for local industries to interview and test seniors seeking jobs following graduation. This program is much like the college placement services and provides the students with the opportunity to interview and question employers on what is hopefully secure ground.

Another service provided by the placement center is follow-thru on the students placed. The follow-thru consists of checking with the employer, counseling with the employee if necessary, in an attempt to assist both the employer and employee in the employee's transition from the academic world to the world of work.

Conclusion

The operation of a placement center does require the services of a director. This individual spends a great deal of time selling both the service and the student to the local communities and industry. The number of persons involved in the placement service of a school district will vary but clerical assistance is almost a necessity. Record keeping (a clerical task) must be kept up-to-date if the center is to run at peak efficiency. Secretarial assistance in answering the phones is important and provides continuity by assuring coverage of the office when the director is not available. The information herein is the result of years of experience and continual modification to meet the needs of students.

Exhibit A

Job Survey Form

Name of Company	Address	Telephone
Type of Business	Product or Service	Number of Employees
Person to Contact	Position	

I. Please list all full-time jobs which your business or company has for the high school leaver or graduate. In the column to the extreme right please list any high school subjects or skills which are necessary to perform each job.

	TYPE OF WORK	H. S. GRAD. REQUIRED	BEGINNING SALARY RANGE	MIN. AGE REQUIREMENT (IF ANY)	REQUIRED COURSES OR SKILLS SPEED-W.P.M. (FOR OFFICE POSITIONS)
OFFICE AND SALES	1.	Yes___ No___			1.
		___ ___			
		___ ___			
	2.	___ ___			2.
		___ ___			
		___ ___			
	3.	___ ___			3.
		___ ___			
TECH	1.	___ ___			1.
		___ ___			
	2.	___ ___			

	TYPE OF WORK	H. S. GRAD. REQUIRED	BEGINNING SALARY RANGE	MIN. AGE REQUIREMENT (IF ANY)	REQUIRED COURSES OR SKILLS SPEED-W.P.M. (FOR OFFICE POSITIONS)
OTHERS	1.	Yes___ No___			1.
	2.				2.
	3.				

II. Part-time or Summer Jobs

1. Does your company have part-time work during the school year for high school students? Yes___ No___
2. Does your company have full-time jobs available (summer) for high school students? Yes___ No___
3. If so, what types of jobs are available? (please check)

	Summer	Part-time
_____	_____	_____
_____	_____	_____

III. Apprenticeships

1. Is there opportunity in your company for students to enter an apprenticeship program? Yes___ No___
2. If so, in what fields?_____

IV. General Information - Please check any types of opportunities which your company offers its full-time employees

___ Group Insurance Plans ___ Reimbursement for tuition for additional schooling
___ Profit Sharing ___ Buying company stock at reduced rates
___ Other_____

Thank You. Please return as soon as possible in the enclosed envelope.

FILMED FROM BEST AVAILABLE CO

Exhibit B

Phone Call Slip		
EMPLOYER/COMPANY NAME	PHONE	DATE
PERSON(S) TO CONTACT	VACANCY	
ADDRESS TOWN ZIP		ROOM/FLOOR
HOURS	SALARY	PERSON TAKING CALL
QUALIFICATIONS OR REMARKS:		

Exhibit C

Permanent Job Card

Employer_____ Phone_____ Person to Contact_____

Street_____ Town_____ Zip Code_____ Room_____

Qualifications or Remarks:

Date	M/F	S/G	No.	FT/PT	P/T	Vacancy	Hours	Wages

Employer Phone Town

DE DO CWT HERO E W

Exhibit D

Opening Card

☐ Full Time ☐ Part Time

Date: _____

Wanted: ____Male ____Female ____Both

Hours:

Area:

Type of Work:

Number of Students needed: _____ Job No. ____

Exhibit E

Referral Card

Company _____

Date	Person Referred	Action

Exhibit F

Introduction Card

POST CARD

PROVISO EAST HIGH SCHOOL

PLACEMENT SERVICE

MAYWOOD, ILLINOIS 60153

Attention_____

PLACEMENT SERVICE
PROVISO EAST HIGH SCHOOL

Date_____ Phone 344-7000

To:_____ (Company)

Address:_____, Town_____

Phone:_____ Referred by_____

Introducing_____ who is seeking full time( ), part time ( ) employment as _____.

Employer: There is no charge for our placement service, but we ask that you fill in and return this card to us. Thanks for calling. Let us know if we can be of further service.

I have hired this applicant. YES( ) NO( ).
I would like other applicants for the position. YES( ) NO( )

Signed_____
employer

Exhibit G

Personal Reference Card

Name_____

Address_____

_____

Social Security No._____

Date of Birth_____

I AM READY

FOR AN

INTERVIEW!

Name_____

Educational History

Name of School Location Date

Grade_____

High_____

College_____

Other_____

If Transcript of Grades is Required
Contact the Guidance Department

School_____

Address_____

_____ Phone_____

CERTIFICATION OF VOCATIONAL PROFICIENCY

Typing Speed, etc._____

_____

AVERAGE GRADES

English_____ Mathematics_____

Science_____ Social Science_____

WORK HISTORY

Employer Type of Work From To

_____

_____

_____

_____

REFERENCES

Name_____ Position_____

Address_____ Phone_____

Name_____ Position_____

Address_____ Phone_____

Exhibit H

Please Print

Student Information Card

Name_____ Today's Date_____ Graduation Year____
Last First MI

Address_____ ___ ___ ___ ___ ___ _____
No. and Street Town Student ID No. Phone

Age_____ Date of Birth: Month___ Day___ Year___ Sex: Male____ Female____

Counselor's Name_____

I am enrolled in: Vocational___ General___ Cooperative Ed___ College Prep___

My best or favorite subjects are: (1)_____ (2)_____(3)_____

Transportation: Public___ Own Car___ Parent's Car___ Other___

I am available to work: Part Time___ Full Time___ Social Security Number ___-___-___

Type of Part Time work you would prefer_____

Mark your skills: Typing Speed___ Keypunching Speed___ Shorthand Speed___ Filing___

Machinist___ Mechanic___ Cashier___ Bookkeeping___ Babysitting___ Waitress___

List any others:_____

Work Experience (List, if any):_____

_____

Seniors or Graduate Section Only

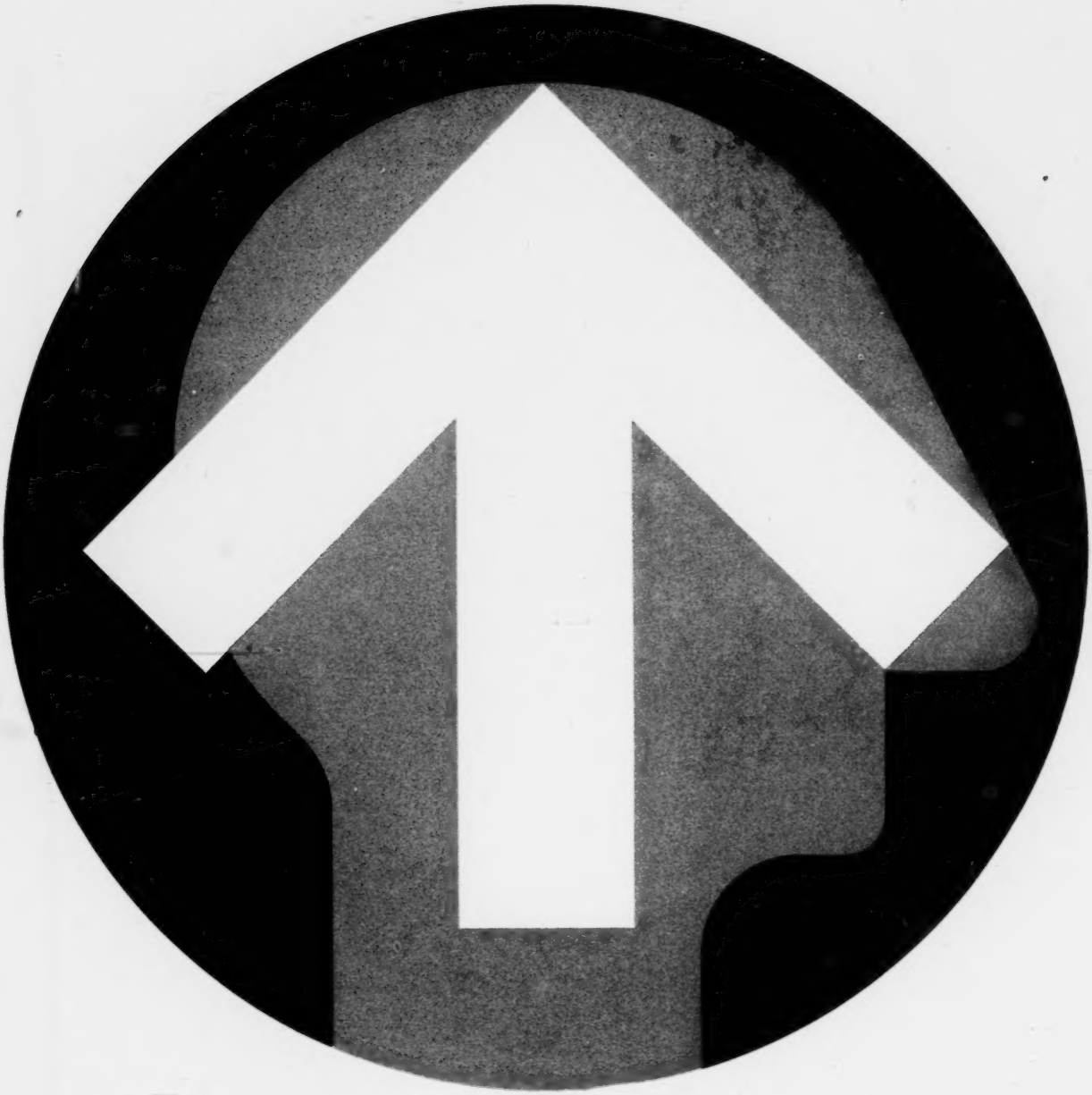
Do you plan to attend college? YES___ NO___ If yes, where?_____ In what subject do you plan to major?_____ Are you currently working? YES___NO___

If working, where are you employed?_____ Type of Work_____

_____ When you graduate from high school, would you like assistance in finding work? YES___ NO___ If YES, what type of work are you interested in?_____

Print information in bottom area

Name: Last	First	Phone	Graduating Year 19	Student ID No.



Evaluating Career Guidance Programs

Structure of Vocational Guidance Activities

Second Year of an Organized Program

James H. Adams

The following represents the philosophy and principles that form the vocational guidance program in Alton as seen by this writer. The ongoing activities are those that have proven beneficial to our young people and to the needs of our local community.

It is interesting that the scope of the Alton program follows to a large degree, especially in philosophy, the general activities recommended by the State Guidance Office. It has been our personal experience that the personnel in guidance at the state level are committed to students and their development in the ways that allow them to grow and learn in an individually rewarding manner. We also subscribe to this philosophy and will continue working to meet the obligation of educating everyone to his individual limits and providing him with knowledge of how to live and work in our complex world.

The following is the role and function in the Alton School District of the vocational counselor. These activities are conducted in conjunction with full-time work as the guidance coordinator for the Alton Area Career Development Center. Much remains to be done and in the writer's opinion, Career Awareness K-12 could very reasonably utilize a full-time guidance program.

Role and Function

The identification of individuals needing career education is an on-going process and does not have a clear beginning or end. This is a cooperative endeavor involving teachers, counselors, students, and parents. Grades, interests, mental aptitudes, and physical skills are just a few of the areas that must be considered for each student. Most important are those unique, individual desires and needs that the students feels are his. These are what will ultimately determine the direction his school and work career will take. For those students evidencing special needs in the areas of the disadvantaged and handicapped, the school must utilize special organizations and agencies. Efforts must be made to tailor the curriculum for the student. This has been attempted for some time at Alton High in areas of applied math, science, English, and special reading. In our school, students are given special assistance in their special areas as they relate to their vocational training.

James H. Adams is a vocational counselor coordinator in the Alton Community Unit District No. 11, 2200 College Avenue, Alton, Illinois 62002, 618/465-2428.

Information for Choice

We are fortunate in Alton to have developed a K-12 Career Awareness Curriculum. This is carried on throughout the year and allows for individual teacher differences and creative abilities. The vocational counselor and the director of in-service training share the responsibility of coordinating activities with the more than 750 certified teaching personnel. One-half day training sessions are utilized by the vocational counselor to work with small teacher groups to determine what teaching approaches are most effective. The vocational counselor and in-service training director cooperate in August to provide every new teacher a full week of intensive career education awareness training. This has been one of the most effective techniques for career education awareness in our district. The in-service training director and the vocational counselor also serve a continuous liaison function on a daily basis wherever needs arise. This program as presently organized, touches directly over 13,000 students in an individual manner.

To enhance further the ongoing curriculum and to provide teachers with current researched materials, we have become a pilot center for Career Awareness for Children. This is a research project funded by the State Vocational Board and is headed by Dr. Larry Bailey of Southern Illinois University, Carbondale. This program philosophy is almost identical with our own, and the association has been mutually beneficial.

Every building maintains its own file on occupational information, and all elementary schools are served by a bookmobile or have a self-contained library or materials center. The director of library services has been very cooperative in this effort and keeps very careful listings of the materials available. All orders of a library nature are sent to her so that duplication and inefficiency may be avoided. This has been very effective in allowing efficient distribution in the most economical way. This also gives all of us a constant indication of what students find of interest.

Each junior high maintains its vocational files in the library. The school librarian and junior high counselors are responsible for updating and maintenance. The director of guidance and the vocational counselor assist and coordinate activities in this area.

The vocational counselor distributes all available information to every area. This is facilitated through key people in the high school, junior highs, and the elementary buildings. These people form the core and are listed in the awareness curriculum so that all teachers know who they can seek out in their buildings. These teachers and counselors are also expected to contribute in the in-service training sessions as well as work in their individual buildings.

A slide presentation has been prepared and sets are available to parents, all school personnel, advisory councils, and community groups. This presentation was created by the vocational counselor in cooperation with the State Vocational Board. The art work was done by an Alton High student, and the photography was handled by the Alton Materials Center. The total cost for 13,000 students was less than one cent per student.

The theme of the presentation is Career Awareness, and employment trends and opportunities which do not usually require four years of college training are presented. Recurring throughout the presentation is the concept that all work is honorable. These slides can also be utilized effectively in the eighth grade occupational units.

Assisting Students in Pursuing a Program of Vocational Instruction

The counseling department receives job opportunities and employment data from the State of Illinois, Department of Labor, Bureau of Labor Statistics, Occupational Manpower Requirements-Projections for Illinois and the Regional Industrial Development Corporation. This information is utilized in all program planning.

The area center director and the vocational counselor are always available to explain and interpret the occupational offerings of the school and assist the administrative assistant for vocational education in the preparation of materials.

The vocational counselor has served as a consultant for the State Office and has conducted training sessions in the following areas: Northern Illinois University, Southern Illinois University, Proviso East and West High Schools, Benton, Salem, and Alton, Illinois. The Alton District is always willing to cooperate with other school districts in the sharing of ideas for the benefit of students.

The vocational counselor attends as many field trips as possible with students to business and industry. To further assist junior high students in program planning and educational choice, field trips are made to all vocational classes at the high school. This year over 1100 eighth grade students visited the high school classes. Three elementary classes also toured the facilities.

The month of February is designated as Career Exploration month for all eighth grade students in Alton. During this month students explore occupations that are particularly interesting to them. Guest speakers, films, records and other materials are utilized to make this an interesting and informative unit. Students do research in the library on areas that interest them. The Kuder Interest Inventory is administered and interpreted to assist them in becoming more aware of possible interest areas. This year Alton used special materials supplied by Dr. Larry Bailey in addition to those locally developed by the teachers and counselors. The guidance director and all junior high counselors are involved in this project. The vocational counselor assists in any way possible and spends most of this month in a liaison fashion. The unit culminates with scheduling for the ninth grade with the counselor, students and parents. Tentative program choices are made, hopefully based on information the student has acquired in his career exploration activities. This is not a one-time experience since the student has been exploring and thinking about careers all through the elementary school years.

Aiding Graduates and Others in Vocational Placement

It has not been school policy to have a chief placement officer at the high school, however, one is written into the instructional plan of the new Alton Area Career Development Center. Until this facility is constructed, all present school personnel in the vocational program will be working together for the better placement of graduates. The vocational counselor and the director of adult education share the coordination responsibility of placement activities until the placement director can be employed. They cooperate in the maintaining of records and placement data in a central location. Most actual job placements occur in our district in much the same way as they do in others throughout the state; most of our teachers are the persons who get leads and inform students of job openings. This has been most successful in the majority of programs in Illinois.

Follow-up Surveys

A yearly follow-up is conducted each year by the vocational counselor. This year 329 graduates were contacted and their employment status evaluated. A summary of all areas is written by the vocational counselor and a copy of the follow-up is given to all personnel. This report is also filed with the State Office in accordance with its instructions. The instructors utilize these follow-up findings in their evaluations of individual programs.

Student Records

Records are maintained by individual student counselors and upon graduation are filed in the central vault.

Student training and work-experience records are housed by mutual agreement in the Office of the Director of Adult Education. This is a central location with a secretary and is equally accessible to the vocational counselor. The general compilation of the records shows the student's picture, his evaluation of his work, his instructor's evaluation of his work and his work experience record. This is the employment file alluded to earlier.

There is some person available twelve months of the year to handle employment questions and requests.

The advisory committee members are most helpful in supplying information of employment possibilities.

The Alton program utilizes thirteen advisory committees with a total of about 120 members. This represents a good cross-section of the community and industry. These men and women are most influential in the placement of our graduates, as well as providing constant input into the vocational curriculum.

Conducting the Follow-up Study

Robert J. Nejedlo

The conducting of follow-up studies is one of those tasks that educators agree should be done; however, the actual conducting of a follow-up study is more often the exception rather than the rule. One of the valuable outcomes of visitation teams which evaluate the extent to which schools are measuring up to their objectives, is the stress placed upon the value of follow-up studies. As a result of both North Central Association's visitations and the Division of Vocational and Technical Education's visitations, many schools in Illinois are becoming more involved in the use of the follow-up study.

Purpose

Follow-up studies are designed to elicit information which will let the school know not only what its graduates are doing but also to what extent the school's program of studies prepared them for their next steps in life. In some cases follow-up studies are planned to coincide with natural completion of specific training. For example, a one-year follow-up study will provide information as to types of work or training students are engaged, but a three-year follow-up study will show how many students changed jobs and how many students completed a technical training program; further a five-year study will show job mobility patterns and percentage of students completing a bachelor's degree. In all cases questions should be directed toward the effectiveness of the students' high school programs as a preparation for their next programs. Based upon such results a given school might wish to modify its course offerings, course content and/or availability of appropriate training techniques.

Procedures

A good follow-up study can be done in six steps according to the following procedures:

1. Design the survey form to elicit the desired information. It may be well to involve a sampling of administrators, teachers, students and counselors in the designing of the form. A decision will need to be made as to whether or not this follow-up survey will be a one-year study or a sequential follow-up study, e.g., a one-year, three-year and five-year study. It is not necessary that every class be surveyed; however, it is important to receive current feedback on graduates' post-high school plans and the value of their high school programs. Designers of such surveys are well advised to examine other survey forms and construct the instrument in such a way that the responses are easily categorized. See Exhibits A and B for two examples of follow-up surveys.

2. Organize the mailing process. Much of the success of a high percentage of returns is due to the good relationships established with the students while they are in school. An excellent technique is to have each senior address his own envelope containing the follow-up survey just prior to graduation. In a group guidance session the students are briefed about the coming follow-up study. The envelopes are collected and the students are told they can expect to see the envelope in their mail during the coming fall. The efficient use of student help under the direction of a secretarial person can make the mailing procedures and the return of responses a smooth operation. Decisions can be made about using a second mailing or phone calls to increase the rate of returns. Very often departments contact their former students at this stage. This is an excellent public relations technique.

3. Categorize the responses and synthesize the data. As mentioned before, a well designed follow-up survey form will make it relatively easy to categorize the data. The categorizing is a task for the secretarial staff and the guidance staff should synthesize the data into meaningful form.

4. Write the follow-up study report(s). The written report should be easy to read and interpret. The use of tables adds to the readability of a follow-up study report. Results should be summarized accurately and care should be taken to exercise good judgment and preserve confidentiality. A briefer report might be written for news releases, community groups, parents and students.

5. Disseminate the report to significant sub-publics. Copies of the report should be distributed to members of the school board, administrators, teachers and pupil personnel services staff. A good suggestion is to make a presentation of the report at a school board meeting. Copies of abbreviated reports might well be given to local community groups, newspapers and published in the student newspaper. The graduates who provided the information might really welcome receiving such a report; they will be more likely to respond to a subsequent follow-up study.

6. Based upon the results, make plans to modify the present program. This step constitutes the most crucial aspect of the entire follow-up procedure. The entire educational staff shares the responsibility of continuously making desired modifications in the program. Undoubtedly a quality-conscious school district continues to make improvement, but the results of a follow-up study, carefully undertaken and adequately representative, provide a valid and reliable source of evaluative data. Visitation teams which evaluate performance goals place major emphasis on the use of evaluative feedback in program modification.

Conclusion

Everyone who is personally involved in the process of designing or building is interested in seeing the outcome. Though the results of a follow-study do not show us a final outcome, they do show us an added dimension to a human person who has progressed to another career level. It is personally satisfying and rewarding to see students begin to achieve their goals. At the same time, in fewer instances, it is saddening to see persons flounder. If needed, a follow-up study can open doors for the high school graduate by bringing him or her into direct contact with a school person. In any event the information we receive gives us an improved perspective as we help those persons who are now in our schools. Any way one looks at the results, a follow-up study provides the basis for better things to happen in a quality school. It engenders a "bubble up-trickle down" philosophy which produces a kind of effervescence that permeates the lives of students and staff.

Exhibit A

Follow Up Survey - Class of 1968
St. Charles High School - Guidance Department

Last Name	First Name	Middle Name	Maiden Name	Date

Number and Street	City	State and Zip	Phone No. (Include Code)

Married_____ Single_____ Date of High School Graduation_____

Course taken in high school: College Prep_____ Vocational_____ General_____

What are you doing now? (Please check)

_____ Full-time student	____Housewife	____Self employed
_____ Part-time student	____Employed full time	____Unemployed
_____ In Service	____Employed part time	____Other

- - - -

Exhibit B

Follow-Up Survey
of Participants in Vocational Guidance Seminars
at Northern Illinois University

Name_____

Present Position_____

Current Address of Place of Employment:

Place of Work_____
Street_____
City_____
(Zip Code)

Telephone_____
(Area Code) (Phone)

As you examine the vocational guidance seminar(s) in retrospect, how do you compare the value of this seminar with other courses in your professional preparation?

_____ high value
_____ equal value
_____ low value

Would you recommend that a vocational guidance seminar be included in a counselor's preparation as:

_____ required course in the master's program
_____ elective course in the master's program
_____ required course in a post-master's sequence
_____ elective course in a post-master's sequence
_____ none of the above
Comments:_____
_____

I am very much interested in knowing what effects the seminar(s) had on you and your work. Would you briefly identify the results or outcomes of your participation in the vocational guidance seminar(s)?

_____ received a change in job position
Explanation:_____
_____

_____ improved the career guidance program in our school
Explanation:_____
_____
_____

Exhibit B (cont.)

_____ effected changes in the total career education program in our school
Explanation: _____
_____
_____
_____

_____ stimulated me to other professional endeavors
Explanation: _____
_____
_____
_____

In an effort to capitalize on your experience and to modify future vocational guidance seminars, what aspects of the seminar have been most useful to you in your work?

_____ Illinois' state program of vocational education
_____ Illinois' state program of vocational guidance
_____ Behavioral objectives in career education programs
_____ Area vocational center: function of vocational guidance coordinator
_____ Formulating local one-and five-year career education plans
_____ Career education programs at selected high schools
_____ Placement and follow-up activities
_____ Presentation and sharing of projects
_____ Others that you can think of at this time:

_____
_____
_____
_____

What needs (courses, workshops, specialized training, etc.) do you and your colleagues have in continuing your professional growth?

_____
_____

Appreciatively,

Bob Nejedlo

Analysis and Synthesis of Follow-up Surveys

Mildred E. Walker and Robert J. Nejedlo

Introduction

The surveys reported herein were begun in the fall of 1970 with graduates from Oak Lawn Community High School. The first group surveyed was the Class of 1970. The second follow-up survey was made one year later with the same class who responded to the survey mailed to them in the fall of 1970. During the same semester (Fall 1971) a follow-up survey of the Class of 1971 was completed. A year later the Class of 1972 was asked to respond to a follow-up survey. This report offers excerpted results and comparisons of the above surveys.

The graduates were divided into groups according to sex, kinds of schools attending, major course of study pursuing, and kinds and places of employment entered. Each group was considered individually. A brief comparison was given by using charts.

A brief partial conclusion will be found at the end of this survey. The comments on ways Oak Lawn Community High School could better prepare future graduates were summarized from the suggestions given by the individual graduates but do not appear herein.

Follow-up Survey Objectives

To Ascertain

1. Number of males and females attending further schools. Where, kind, purpose.

2. Kinds of employment graduates pursue and kinds of skills necessary for these places of employment.

3. Number of graduates attending same school second year. Number of graduates employed same place second year. Reason for changes.

4. Graduates' opinions and suggestions about the curriculum and the school as a whole.

Mildred E. Walker is a vocational counselor at Oak Lawn Community High School, 94th and Southwest Highway, Oak Lawn, Illinois 60453, 312/424-5200.

Circle date of graduation: 70 71 72 73 74 75 Circle Sex: M F

Follow Up Survey
Oak Lawn Community High School

Name_____ _____ _____
Last First Initial Maiden Date

Address_____ _____ _____
Number and Street City, State, Zip Phone No. (include code

CIRCLE ONE:
1. Full time employed only
2. Part time employed only
3. Unemployed

1. Full time school only
2. Part time school only
3. School and work

CIRCLE MAJOR FIELD OF STUDY IN HIGH SCHOOL:

1. Autos	6. Bookkeeping	11. C.W.T.	16. Math
2. Art	7. Secretarial	12. Homemaking	17. Science
3. Cosmetology	8. Typing	13. Metals	18. Music
4. Graphic Arts	9. D. E.	14. Woods	19. Social Studies
5. Mechanical Drawing	10. D.O.	15. Foreign Language	20. Data Processing

CIRCLE ONE:
1. Employed in area of high school training
2. Employed but not in area of high school training
3. Higher learning in area of high school preparation
4. Higher learning but not in area of high school preparation
5. In armed forces in area of high school training
6. In armed forces but not in area of high school training
7. Married

To what extent did your high school training help you with what you are doing?

Much Some Little Uncertain

Please comment:_____

What are your future plans?_____

IF EMPLOYED: Name of Employer_____

Type of job_____

IF STUDENT: Name of School_____ City_____ State_____

Course of Study_____

Suggestions of how the Oak Lawn Community High School could better prepare future graduates:

_____

_____

_____

Class of 1971

Four-Year Colleges and Universities Attended and Majors (N=44 Males)

Augustana College	Pre-dentistry	2
	Political Science	
Aurora College	Law Enforcement	1
Bethany College	Business Administration	2
	Sociology	
Chicago State College	Special Education	1
Dartmouth College	Undecided	1
DePaul University	Pre-Law	2
	Physical Education	
Doane College	Sociology	1
Eastern University	Recreation	2
	Business	
Illinois State University	Business Administration	1
Illinois Institute of Technology	Architecture	1
Illinois Weselyn University	Business	1
Kendall College	Pre-Medicine	1
Lakeland College	Zoology	2
	Business Administration	
Lewis College	Accounting	1
Lincoln College	Not Designated	1
Milton College	History	1
Northern Illinois University	Geography	3
	Electrical Engineer	
	Journalism	
Northwestern University	Undecided	1
Southern Illinois University (Carbondale)	Business	2
University of Corpus Christi	Physical Education	1
University of Illinois (Champaign)	Health Education	7
	Pre-Medicine Electrical Eng.	
	Pre-Law Accounting	
	Engineering Education (Biology)	
University of Illinois (Circle)	Pre-dentistry	3
	Business	
	Engineering	
University of Michigan	Business	1
Valparaiso University	Arts and Sciences	1
Western Carolina University	Business Administration	1
Western Illinois University	Pre-Medicine	2
	Pre-Forestry	
Winona State College	English	1

Number working while attending college 5

Class of 1971
Junior Colleges Attended (N=22 Males)

Name	Major	No. Attending
Manates Jr. College	General Business	1
Moraine Valley Community Col.	Business	2
	Inhalation Therapy	1
	Accounting	3
	Liberal Arts & Sciences	7
	Business-Mid-Management	1
	Law Enforcement	1
	Secondary Education	1
	Industrial Engr. & Supervision	1
	Engineering	1
	Science	2
	Business Administration	1
		21
Number working while attending Junior College		17

Class of 1971
Trade, Vocational, Technical Schools Attended (N=3 Males)

Name	Course	Total Attending
Cleveland Institute of Electronics	Electronic Engineering	1
Druary Institite of Technology	Electronic Engineering Technology	1
Washburn	Carpentry	1

Class of 1971
Those Employed with No Formal Education Beyond High School (N=15 Males)

Place of Employment	Kind of Job
Kinney Shoes	Shoe Salesman
Silver Furniture	Dockman
Mr. R. Marks	Printer
Bacon Tank	Helper
Gulf, Mobil, & Ohio R.R.	Engineering Fireman
Clark Equipment	Repair Semi-trailers
W. T. Vondron	Dental Technician
Western Electric	Installer
Motorola	Stock Chaser
Fasen Pie Co.	Loader
Ed Druskis	Install Pools
Oak Lawn Park District	General Maint. Foreman
Western Tool & Die Works	Tool & Die Designer (Apprentice)
Hawkinson Ford	Painter Helper
Cameo Drum Co.	Factory Worker

Class of 1971
Unemployed (N=9 Males)

Question: To what extent did your high school help you with what you are doing now?

Answer:						
	Much	0	Little	4	None	1
	Some	1	Uncertain	3	No Answer	0

Comments:

High school did not get me a job.
High school no help.
Courses did not prepare me for college or trade.

Class of 1971
Military (N=12 Males)

Academies:	3
U.S.A.F. Academy	
Naval Academy (Prep School)	
Naval Academy	

All three indicated high school training helped much with what they are now doing.

Military Service	9
Marines	3
Navy	2
Air Force	2
Army	2

Class of 1971

Four-Year Colleges and Universities Attended and Majors (N=38 Females)

Augustana College	Medical Technology	1
Barat College	French	2
Bradley University	Elementary Ed., Liberal Arts	2
College of St. Francis	Medical Technology	1
College of St. Scholastica	Teacher Ed.	1
Eastern Illinois University	Special Ed. Elementary (Sp. Ed.)	2
George Williams College	Physical Education	2
Illinois Institute of Technology	Chemical Engineering	1
Illinois State University	Elementary Ed. Special Ed. (2)	3
Lewis College	Education	1
Loyola University	Nursing, Dental Assistant	2
Millikin University	Secondary Ed. (English)	1
National College of Education	Education	1
Northern Illinois University	Education (English)	1
Northwestern University	Physics & Chem. (Research)	1
Olivet Nazarene College	Elementary Education	1
Quincy College	Biological Science	1
Rosary College	Home Economics	1
St. Xavier College	Special Ed.	6
	Education	
	Speech Therapy	
	Pre-Med. (2)	
	Math	
University of Illinois (Champaign)	Education (English)	1
University of Illinois (Circle)	Accounting	1
Wartburg College	Political Science	1
Western Illinois University	Special Ed. (2)	3
	Speech Pathology	
Wittenberg University	Psy- Sociology	1

Number working while attending college or university 5

Class of 1971
Junior Colleges Attended (N=33 Females)

Name	Major	No. Attending
Moraine Valley Community Col.	Liberal Arts	8
	Secretarial Science	3
	Recreation	1
	Science	2
	Accounting	1
	Business	6
	Medical Lab. Technician	1
	Nursing	2
	Elementary Education	1
	Education	2
	Law Enforcement	1
	English	1
	Physical Education	1
	Undecided	1
	No Answer	2
Number working while attending school		20

Class of 1971
Trade, Vocational, Technical Schools Attended (N=8 Females)

Name	Major	No. Attending
Nursing		
Illinois Masonic Medical Center	Nurses Training, RN	1
School of Nursing - Cook County	Nurses Training	1
Holy Cross Hospital	Practical Nursing	1
Cosmetology		
Cameo Beauty School	Cosmetology	3
Art		
LaSalle	Interior Design	1
Chicago Academy of Fine Arts	Commercial Art	1

Class of 1971

Those Employed with No Formal Education Beyond High School (N=33 Females)

Place of Employment	Kind of Job
Inside Shop	Salesgirl
R. J. LePine	Clerical Typing
National Biscuit Co.	Cookie Packer
So-Fro Fabrics	Salesgirl
R. T. Mudro Co.	Receptionist-Stenographer
Vivian Woodard Corp.	Cosmetic Consultant-Sales Distributor
McAllister	Typist
Mt. Greenwood Bank	Secretary
Travelers Insurance	Assistant Processor
A. L. Rands	Bookkeeper
Christ Community Hospital	Dietician
Mr. Lou Desanto	Salesgirl
Sears, Roebuck & Co.	Secretary
Bell Telephone Co.	Directory Assistant Operator
Ernest D. Wulff	Secretary
Mortgage Assoc. Inc.	Processor
Hearst Magazine	Secretary
1st National Bank (Evergreen)	Proof Dept.
Robert Hall	Salesgirl
O. L. Trust & Savings Bank	Customer Service
U. S. Fidelity & Guaranty	Record Clerk
	Transcriber
Dr. L. Antonacci	Dental Assistant
Wards	Clerk & Stock Girl
U. S. Government	Secretary
Brentwood Nursing Home	Nurse's Aide
James Buschback Insurance	General Office
Ace Hardware	Inventory Control
Cook County Vending	General Office
K - Mart	Cashier
Evergreen Gardens	Tray Girl
1 Abroad	
Schmidt, Garden, Erickson	Typist
Bank of Hickory Hills	Secretary

Class of 1971

Unemployed (N=3 Females)

Question: To what extent did your high school help you with what you are doing now?

Answer:						
	Much	0	Little	2	None	0
	Some	1	Uncertain	0	No Answer	0

Comments: Education has not helped me find a job.

Summary of the question: "To what extent did your high school training help you with what you're doing now?"

		MUCH	SOME	LITTLE	UNCER-TAIN	NONE	NO ANSWER	TOTAL NO.
4 Year College	Female	32* **17	20 16	3 3	1 2	1 0	0 0	57 38
	Male	17 17	22 22	8 4	2 1	0 0	7 0	56 44
2 Year College	Female	8 13	10 14	4 5	2 0	0 0	0 1	24 33
	Male	4 6	13 11	2 4	0 1	0 0	1 0	20 22
Vocational	Female	4 2	5 4	0 2	1 0	0 0	0 0	10 8
	Male	1 0	5 2	0 1	0 0	0 0	0 0	6 3
Terminal	Female	16 15	10 7	12 10	3 0	0 2	0 4	41 38
	Male	10 4	9 4	18 11	2 4	2 1	0 0	41 24
Military Academy	Male	0 3	0 0	0 0	0 0	0 0	0 0	3
Military Personnel	Male	0 1	0 0	0 0	0 0	0 0	0 8	0 9

* Top lines of numbers refer to number of respondents from Class of 1970.

** Bottom lines of numbers refer to number of respondents from Class of 1971.

Comparison of Class of 1970 Graduates Fall 1970 with Fall 1971

Survey forms were sent to those who had replied to the first form sent in the Fall of 1970. One-hundred-sixty-nine forms (64%) were returned. The groupings were the same as in the original survey.

Four-Year Colleges -- total surveys returned 77

66 Number attending same school
4 Number attending different school
4 Number not attending school
20 Number working and attending school
4 Number working and not attending school
15 Number who changed majors
4 Number returned undelivered

Reasons given for changing schools
1. Size of first school
2. Changed major -- present school offers better program
3. Financial
4. Preferred living at home

Reasons given for leaving school
1. Marriage
2. Full-time job
3. Changed future plans

Two-Year Junior College -- total surveys returned 29

20 Number attending same school
2 Number transferred to four year college
7 Number not attending school
21 Number working and attending school
4 Number working and not attending school
2 Number not attending school and unemployed
1 Number in military service

Trade, Vocational, Technical Schools -- total surveys returned 10

3 Number attending same school
1 Number changed to junior college
3 Number completed course of study
1 Number on job training
1 Number dropped
1 Number in military service

Comparison of 1970 Graduates (cont.)
Fall 1970 with Fall 1971

Formal School Terminated with High School -- total surveys returned 45

23 Number with same job
15 Number changed jobs
1 Number married
3 Number in military service
1 Number unemployed
8 Number attending school
2 Trade School
6 Junior College

Reason for changing jobs
1. More money
2. More opportunity for advancement
3. Cut back in number of employees
4. Job unsatisfactory
5. Dissatisfied with personnel
6. Found job trained for

Miscellaneous -- total surveys returned 10

1 Number exchange students now home and attending four year college
1 Number employed now -- unemployed in Fall, 1970
1 Number attending school -- unemployed in Fall, 1970
6 Number in military service (enlisted before Fall, 1970)
1 Number deceased

The follow-up study shows few changes among those attending four-year colleges, either in school attending or major course of study. According to this survey, it could be assumed that most 1970 graduates made satisfactory decisions regarding both school and area of study. The same applies to the two-year college.

There is nearly 50% turnover in jobs by those who terminated their formal schooling in June, 1970. The reasons given for the changes are the reasons cited above.

Comparison of 1970 Graduates (cont.)
Fall 1970 with Fall 1971

Formal School Terminated with High School -- total surveys returned 45

23 Number with same job
15 Number changed jobs
1 Number married
3 Number in military service
1 Number unemployed
8 Number attending school
  2 Trade School
  6 Junior College

Reason for changing jobs
1. More money
2. More opportunity for advancement
3. Cut back in number of employees
4. Job unsatisfactory
5. Dissatisfied with personnel
6. Found job trained for

Miscellaneous -- total surveys returned 10

1 Number exchange students now home and attending four year college
1 Number employed now -- unemployed in Fall, 1970
1 Number attending school -- unemployed in Fall, 1970
6 Number in military service (enlisted before Fall, 1970)
1 Number deceased

The follow-up study shows few changes among those attending four-year colleges, either in school attending or major course of study. According to this survey, it could be assumed that most 1970 graduates made satisfactory decisions regarding both school and area of study. The same applies to the two-year college.

There is nearly 50% turnover in jobs by those who terminated their formal schooling in June, 1970. The reasons given for the changes are the reasons cited above.

Comparison of Class of 1970 and Class of 1971 Graduates
Fall 1971 with Fall 1972

The following information was compiled from data received from 1970 and 1971 graduates after they had been out of school one complete year. The second follow-up survey was sent only to those who had replied to the form mailed the fall after their graduation. Approximately 64% of 1970 graduates responded and approximately 69% of 1971 graduates responded.

Four-Year Colleges -- total surveys returned 77 (1971), 60 (1972)

1971	1972	
66	47	Number attending same school
4	12	Number attending different school
4	1	Number not attending school
20	19	Number working and attending school
4	1	Number working and not attending school
15	18	Number who changed future plans
4	0	Number returned undelivered

Reasons for changing schools (both 1971 and 1972)
1. School too small and isolated
2. Distance to travel too far
3. More subject proficiency
4. Psychology classes better
5. Drafted - attending school part time close to home until called
6. Preferred living at home
7. Too expensive

Reasons for leaving school
1. Finished course of study desired

Two-Year Junior College -- total surveys returned 29 (1971), 31 (1972)

1971	1972	
20	26	Number attending same school
2	2	Number transferred to four year college
7	2	Number not attending school
21	20	Number working and attending school
4	2	Number working and not attending school
2	0	Number not attending school and unemployed
1	1	Number in military service

Trade, Vocational, Technical Schools -- total surveys returned 10 (1971, 6 (1972)

1971	1972	
3	1	Number attending same school
1	1	Number changed to junior college
3	1	Number completed course of study
1		Number on job training
1	3	Number dropped (married)
1		Number in military service

Formal School Terminated with High School -- total surveys returned 43 (1971), 32 (1972)

1971	1972	
23	14	Number with same job
15	16	Number changed jobs
3		Number in military service
1	2	Number unemployed
8	0	Number attending school
2		Trade School
6		Junior College

Reasons for changing jobs: (These reasons apply to both 1970 and 1971 graduates.)

1. Married and moved
2. Full time job
3. Discharged from previous job
4. More opportunity for advancement
5. Found job trained for
6. Location
7. Married

The follow-up study shows a few more changes among 1971 graduates attending four-year schools than the previous year graduates. About the same number changed future plans for both years. According to this survey, it could be assumed that the majority of 1971 graduates made satisfactory decisions regarding both the school and area of study chosen. The same could be said about the two-year college attendants. Of those employed who returned the survey forms, over 50% had changed jobs during the first year after graduation. The reasons given for the changes are cited above.

Comparisons of Graduates' Post-high School Activities from
Data on Follow-up Surveys for the Classes of 1970, 1971 and 1972

Post-high School Activity	Class of 1970[a]			Class of 1971[b]			Class of 1972[c]		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Four-Year College	21%	22%	43%	19%	17%	36%	18%	12%	30%
Two-Year College	8%	10%	18%	9%	14%	23%	10%	14%	24%
Specialized School	3%	4%	7%	2%	3%	5%	3%	4%	7%
Employed	16%	16%	32%	14%	17%	31%	13%	21%	34%
Unemployed				4%	1%	5%	2%	3%	5%

a. 52% (264) of surveys returned

b. 44% (223) of surveys returned

3. 49% (268) of surveys returned

Conclusions

1972 Graduates

Of the questionnaires returned, the following data was compiled:

Thirty percent were attending a four-year college. There were approximately 33% more males than females attending four-year schools. Twenty-five percent were attending a junior college. Nearly all of these were attending Moraine Valley Community College.

Seven percent were attending a trade, vocational or technical school.

Thirty-four percent terminated their education with high school. Five percent of those who terminated their education with high school were unemployed at the time they responded.

Two percent have either entered military service or were attending military academies.

Final Note

The excerpts of results and comparisons provided in this article formed the base of a report which was compiled by the senior writer and distributed to staff at Oak Lawn Community High School. These excerpts are intended to demonstrate one method of analyzing and synthesizing follow-up data. There are other methods. Perhaps the reader will receive ideas from the contents herein which will assist him in reporting his own follow-up data.

Advisory Committees: Organization and Use in Vocational and Technical Education

Division of Vocational and Technical Education

Since the inception of vocational education, vocational educators have adhered to a firm conviction that programs they administered were destined to obsolescence unless program goals were continuously altered to keep pace with the changes occurring in the World of Work. Althougn convictions may have been firm relative to keeping pace with change, many vocational educators have not been able, or have not desired, to transform their beliefs into functional relationships with the business and industrial complex.

It is now obvious that vocational education programs must have direct lines of communication with the professions, the industrial-business complex and public services if they are really going to serve the manpower needs of an affluent America. Today, education, the professions, business, industry and labor must work as a team and share the responsibility for training a skilled, competent labor force.

If vocational education is to serve the total citizenry, as it must under the mandate of the 1968 Vocational Education Amendments, it is imperative that the resources of the total clientele to be served are utilized to obtain and maintain balance and direction of program.

This brief booklet is intended to present some general guidelines which might be helpful in the organizational and functional operation of advisory committees at the local level. Materials have been gathered from a variety of sources and an attempt is made to make them generalizable for many committee purposes.

Advisory Committee -- Defined

An advisory committee may be defined as a group of persons outside the education profession chosen from the community, state, or nation to advise educators regarding an educational program. The advisory committee is usually a formally organized committee appointed by proper authority or authorities for a definite term. Committees may be appointed and established on a national, state, regional, or local level to advise those responsible for planning, implementing and maintaining vocational and technical education programs.

The terms "advisory" and "consultative", "committee" and "council" are often used interchangeably with reference to this activity and function.

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Types of Advisory Committees

There are two types of advisory or consultative committees most commonly functioning at the local level. One is concerned with the total vocational and technical program; the other deals with one specific program, a trade field or family of occupations. The first type is often referred to as the "general" advisory committee which gives assistance in planning, implementing and maintaining the total program; the latter is called by the service or craft which it is organized to advise. Whether or not both types of committes are needed depends upon the size and status of the vocational programs. In a small community with a limited number of programs one committee might suffice for all programs, but in a larger school or junior college where several programs are planned and/or in operation a general committee and individual occupational committees might be advantageous.

General Advisory Committees

The term "general advisory committee" in vocational and technical education may have different meanings in various sections of the nation. A general advisory committee may be:

1. A committee to advise a State Board of Vocational Education in setting standards and in developing a vocational and technical education program to serve the needs of the state.

2. A committee to advise local educational institution administrators in the development of the over-all vocational and technical education programs.

A general advisory committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system. A general advisory committee serving an industry is sometimes called an "industry advisory committee" and in some schools, is called "departmental advisory committees". Membership usually includes spokesmen of organized groups influential citizens, and persons who employ and supervise workers.

Craft or Specific Occupational Committees

The term "craft" or "occupational" usually refers to an apprenticeable trade or a trade which may require primarily manipulative skills. Therefore, an advisory committee concerned with instruction in a specific program is called either a "craft advisory committee" or an "occupational advisory committee". A craft or occupational committee may be:

1. A committee to advise local school officials concerning only a specific vocational education program.

2. A committee to advise local school officials concerning the types of training needed for a specific industry or occupational area.

A craft advisory committee may serve as an advisory committee for specific programs in one school or college or in all the attendance centers within an educational system. The same craft advisory committee may be used for preparatory, apprentice, and supplementary classes in the system in order to coordinate all the instruction within the craft or occupation.

Craft or occupational advisory committees meet more often than general advisory committees. They are used continuously throughout the school year; whereas, general advisory committees may meet primarily during the early stages of planning and less frequently thereafter.

Special or Ad Hoc Committees

A special advisory committee may be organized to advise the administration on a particular problem or a particular task facing the educational system. It is then either dismissed upon completion of the task or solution to the problem, or established as a permanent committee.

Qualifications of Committee Members

Individuals who are selected to serve on an advisory committee are chosen because of their proven success in their occupational field. Business and civic enterprises make many demands upon the time of successful individuals. The same assets that make them successful qualifies them for service on an advisory committee.

Some individual qualifications that committee members should have are:

1. Show interest in the problems of the educational system.

2. Represent the general opinion of the professions, business, management, industry, public services, and the public.

3. Have the necessary time to devote to committee work.

4. Will not exploit the committee for personal benefit.

Size and Organization of Committee

The size of the advisory committee may vary with the size of the educational system and the function of the committee. Usually, a group of approximately 12 persons, including the ex-officio members, proves manageable from the standpoint of planning for meetings and adequacy of representation. Experience with programs and state studies have found that the average committee should have between 9 and 12 members.

The committee should have rules for their operation. These rules should be few and simple. Within the framework of a board's statement of policy, a committee should develop its own rules of operation, such as:

1. Time and length of meetings.

2. Method of notifying members of meetings.

3. Method of calling special meetings.

4. Method of developing agenda for meetings.

Officers of the committee should include a chairman, a vice-chairman, and a secretary. These committee officers should be elected at an organization meeting by the committee members.

Sub-committees may be needed and may be established by a majority vote of the total committee. Sub-committees are responsible to a full advisory committee.

Professional people may be extended membership or be used as consultants to the committee. Citizens who are not members of the advisory committee may be appointed by a majority vote of the committee to meet with the committee or sub-committees to help solve special problems. A policy statement by the governing board should exist allowing the use of non-members.

The term of membership of advisory committee members is usually limited to three years or less. Those persons appointed to an original committee may draw lots to determine the term of each. By staggering the replacements, the committee always has experienced members.

Members who fail to attend meetings without sufficient reason should be replaced. Their replacement would be selected in the same manner as a regular member.

Selecting Members

Before selection of members for an advisory committee can begin, the institution's board of education must approve the use of a committee.

After the board has approved the use of an advisory committee, they may then be asked to develop a statement of policy or a charter regarding the organization and operation of advisory groups. Such a statement of charter usually includes the following:

1. The recognition that advisory groups are a part of the machinery of the educational system.

2. The purposes of the committee.

3. The duties of the committee.

4. The channels of communication with the system's board of education.

5. The method of selecting and replacing members.

6. The term of the members.

7. The method of eliminating inactive members.

8. The officers and internal organization of the committee.

9. The method of obtaining representation at committee meetings by the board of education and the administration.

10. The relationships of the committee to the administrators and other teachers.

A selection committee may be appointed by the educational system's board of education to recommend to the board the original members of the committee. Selection committees appointed by the board may also be used to recommend replacements. The selection committee may nominate persons who are representatives of the system's district and can carry out the purposes for which the advisory committee was formed.

Functions of Local Advisory Committees

The administrative authority for vocational education is vested in local boards of education. The primal function of local advisory committees is to advise the counsel the educational system's administration and instructional staff in planning, implementing and maintaining vocational and technical education programs. Some specific functions might be to:

1. Provide important communication between the educational system and the community.

2. Review the goals and objectives of the local vocational and technical education program.

3. Make recommendations to administrators regarding standards for instructional facilities.

4. Assist in the preparation of a local philosophy of vocational and technical education.

5. Aid in a continuous review of the content and organization of the instructional program in keeping with the occupational needs of the community, area or state.

6. Advise the administration relative to setting up qualifications of instructors.

7. Suggest criteria for selection of students.

8. Assist in locating training stations for cooperative students.

9. Assist in the planning of a student placement program.

10. Assist in the development and recommendation of an equitable financial support program.

11. Assist in the planning of a vocational and technical education program for the adult workers in the community.

12. Support state and national legislation affecting vocational and technical education.

13. Assist in long-term program planning.

14. Assist with a continuous appraisal of occupational opportunities in the community served.

15. Assist in the identification of needed research in vocational and technical education.

Role of Participants in Advisory Committees

Local Director, Dean, Supervisor, or Vocational Teacher

1. Discuss committee function with the administration.

2. Solicit approval from the administration and board.

3. Assist in preparing list of potential members.

4. Interview potential members.

5. Possibly serve as temporary chairman of first meeting.

Superintendent or President

1. Obtain approval of committee from board.

2. Assist in selection of potential committee members.

3. Secure approval of list of potential members.

4. Send letter of appointment to members.

5. Attend meetings.

6. Serve as a resource person.

7. Keep board of education informed.

8. Present recommendations of committee to board.

Principal or Dean

1. Assist in selection of committee members.
2. Serve as a resource person.
3. Attend committee meetings.

Committee Member

1. Become knowledgeable of the vocational and technical education programs.
2. Recognize his role as being advisory.
3. Assist in securing information.
4. Provide counsel and advice.
5. Keep the professional, business, industrial and service complex informed.

Suggested Practices

1. Prepare and operate within the framework of a constitution.
2. Keep committee advisory in nature.
3. Consider issues which are relevant to vocational and technical education.
4. Keep meetings informal.
5. Elect and utilize a slate of officers.
6. Have regular meetings.
7. Develop a purposeful agenda for each meeting.
8. Prepare and distribute minutes to members, the administration and board members.
9. Sincerely seek and heed advice of committee.
10. Recognize accomplishments of committee.
11. Disseminate agenda and materials to be considered to the members prior to the meeting.
12. Make use of subcommittees.
13. Encourage criticisms from committee.
14. Evaluate work of the committee.
15. Involve vocational guidance staff in committee functions and activities.

Suggested Steps in Organizing and Implementing

1. The local board should give formal authorization for the committee. This authorization should be secured through the superintendent or president of the educational system.

2. The local director, dean, instructor and/or the administration should prepare policies regarding purposes, relationships, membership and operation.

3. The committee membership should be selected

   a. Prepare prospective list - representative as to location, age, sex, business, industry, labor and management.

   b. Secure approval of list.

   c. Local director, dean and/or instructor interview prospective members, explaining purposes, nature and term of membership.

   d. Committee should consist of an appropriate number of members.

4. The superintendent or president should appoint members by letter. The appointment letter should include date, time and place of initial meeting.

5. The first meeting should be organizational

   a. Orient members to policies, purposes and functions.

   b. Select officers.

   c. Consider the development of a constitution.

   d. Discuss possible activities.

   e. Plan agenda for next meeting.

6. Frequency of meetings should be established in light of the work to be done.

How to Make an Agenda

(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.

2. Agenda should be in their hands at least two days in advance of meeting.

3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.

4. Length of meeting should be limited to two hours if possible.

At Meetings

1. Call to order by chairman.

2. Secretary read minutes of last meeting.

3. Report of prescribed activities since last meeting.

4. Comments from Chief Administrator.

5. Comments from members of Advisory Committee.

6. Old business from last meeting.

7. New business and plan of action.

8. Adjournment.